

# THE SOUTH INDIAN TEACHER

---

Vol. VI.

15th October 1933

No. 10.

---

*A message from Mr. W. E. Smith, I.E.S., Director of Public Instruction, Madras.*

Office of the Director of Public Instruction,  
The Old College, Nungambakkam, Madras,

16th October, 1933.

Dear Mr. Sabhesan,

It gives me much pleasure to learn that the South Indian Education Week inaugurated in 1931 has been made an annual event, and that it is proposed to celebrate the third Education Week this month with the co-operation of some leading Educational Associations and other prominent organisations interested in education. You have rightly placed "Parents' Day" in the forefront of your programme as this can establish between the Home and the School a living and fruitful contact which promises great possibilities for the future of school education in this Presidency. I am glad to note that you have also emphasised in your programme "The Health of the School Child" and "School as a Social Centre." I need hardly say that it is not possible for an educational institution to fulfil its purpose unless it has made provision, among other things, for turning out healthy and happy children with right habits of mind and body, and unless it further serves as a centre of social activities which unify, refine and enrich the community. It is my hope that the high ideals which inspired the inauguration of the Education Week will permeate all the measures concerted for its observance and make the Week a great success.

Yours sincerely,  
(Sd.) W. E. SMITH,

## THE NEW TEACHER AS AN APOSTLE OF CULTURE

BY

MR. K. S. RAMASWAMI SASTRI, B.A., B.L.

We hear much now-a-days about the teacher of to-day, the schools of to-morrow, and the Society of the day after to-morrow. We hear very little about the teachers and schools of yesterday, or of the society of the day before yesterday. But every great society must have a network of educational institutions which are broad-based on the past and which meet the present at all the vital points and which look confidently towards the future.

The New Teacher in India must absorb the spirit of his ancestor in the past and that of his Western compeer to-day. The Indian ideal of education is the attainment of immortality (*vidyaya amritam asnute*). The methods of *brahmacharya* and *yoga*, the residential system, the individual appeal, and the discipline of *seva* (service) were means for the attainment of true culture which alone could lead to the full status of simultaneous citizenship in the earthly kingdom and the kingdom of Heaven. If the new teacher merely spreads western science and politics in India, and if he allows irreverence and irreligion and denationalisation to grow apace, he will be a hindrance to the attainment of culture by the India of the future. He must harmoniously combine the sciences and the humanities and the divinities. His highest duty is to attain and communicate true culture.

Culture is a mood, a tendency, a temperament rather than learning or scholarship. A witty though incomplete definition says that "Culture is what's left over after you have forgotten all you have definitely set out to learn." What counts in

culture is not what you actually see in life but what you see with eyes and mind illumined by the soul. True culture is not what you hear but what you overhear in life. It means a calm and collected and concentrated nature which knows the real and permanent values in life amidst the jumble of such values with false and fleeting values. A recent writer refers to "the long personal pilgrimage of culture" and to "what it will cost us, in concentration and organized effort, to practise it amidst the pell-mell of life."

Thus culture has many psychical elements in it. It is in fact the free self-expression of the soul. To use Matthew Arnold's words it is sweetness and light. It implies the discipline of the mind and the senses which are the tyrants of the soul in uncultured men and women but which will be the servants of the soul when true culture is attained. To use Sanskrit terminology it means *Sattuva guna*. Sri Krishna enumerates as the elements of *sattuva guna*, wisdom (*jnana*) and happiness (*Sukha*) and clarity of nature (*atmabuddhi prasada*). The Kata Upanishad describes well the man who has wisdom as the character of the soul.

There must be a vision and philosophy of life in every man of true culture. We wander on the circumference of life and have no relation to the centre at all. The ordinary man is more afraid of Mrs. Grundy than of God. If his age worships Mammon he also does the same. If it exalts science over philosophy, so does he as well. He is a snob and a toady, and whatever happens he will be the vicar of Bray. But

a man of culture is true to himself and to the vision vouchsafed to him by God. He does not obtrude himself upon others but in his presence others are naturally impelled to see the deeper things of life and follow the light within them—the light that lighteneth all the world.

No man or woman can become cultured without the refining influence of literature and art. Such study of the fine arts should not be in the spirit of pedantry which has been well defined as the art of knowing more and more about less and less. The man of culture wears his learning lightly. He goes to it for the enkindling of taste and not for the sake of show or parade of knowledge. To the bookworm, reading becomes something like the drug habit. He becomes bookish and loses his touch with the realities of life. Nay, most persons do not even read books to-day. Their minds are debauched by picture-magazines and jokes and crossword puzzles and divorce case reports! Others do not go even so far. They stop at sporting news and patent medicine advertisements. A few choice spirits stop with the cinema page. The choicest spirits merely look at the weekly stage star or cinema star as she shines in the newspapers and journals to set for ever when the Sabbath is over and the creation of a new star begins! But the men and women of true culture go to literature and art to have a truer vision of human values and of the play of the Divine in and through human life, to hear the overtones and undertones of life in an atmosphere freed with care and circumspection from the noises of life. Mr. Poweys says well: "A mind that is totally uncultured gets its own special thrills, no doubt, from a raw direct contact with unmitigated experience; but the cultured mind approaches everything through an imagination already charged with the passionate responses of the great artists, so that what it sees is a fragment of

Nature double-dyed, so to speak, a reach, a stretch, of time's whirling tide, that carries upon its chance-tossed eddies the pattern of something at once transitory and eternal."

Thus the man of culture goes to the fine arts not for mere learning and knowledge but for vision and delight. Even there we are troubled by unreal idealism and brutal realism, and very rarely do we get the harmonious vision of all the wonder that was, and is and would be when we ramble in the pages of Valmiki or Homer, of Vyasa or Virgil, of Kalidasa or Shakespeare, of Kambar, or Goethe, we feel that we are given the freedom of the *Cirtas Dei* and become citizens of the Kingdom of God. In architecture and sculpture and painting we realise the responses of great spirits to the outer beauty of things. Even in art we are likely to be overborne and tyrannized by the licensed chatterers called art critics. Let us not yield to their dictatorships. Let us rather go to the great temples and mosques and churches and the wonderful sculptures and paintings of the world and allow their message and meaning to sink into our souls. Let us not have any preconceived preferences for Nature or Man or God but realise their unity in trinity and their trinity in unity. It is, however, in the magic of music and the yet more mysterious magic of poetry and drama that we realise the responses of great spirits to the inner beauty of things. Thus it is that we win a new enrichment of mind and a new amplitude of vision and a finer peace and harmony of soul.

But the most refining influence must and will come only from religion. Beauty is but a bright ray from the Absolute. It takes us away from the de-humanising vulgarities of life and fills us with tenderness and sweetness and grace and humanises us. But the real Divinising of our nature will come only from religion. It

is false culture that deems itself superior to religion, just as it is false material success that deems itself superior to culture. It is a perversion and prostitution of culture to place it above the illumination of the soul by religious faith and realisation. The agnostic or sceptic or atheist of to-day, living in lands of Bolshevik negation or abandonment of God, cannot enter into "the peace that passeth all understanding." I attach no importance to the faith which is an enemy of reason. True faith is the sublimation of reason and not its enemy. True aesthetic response will fulfil itself in religious response, because Nature and Man are but rays from the Sun of God. It is only then that we see

"Something far more deeply interfused  
Whose dwelling is the light of setting suns,  
And the round ocean and the luring air,  
And the blue sky and in the mind of  
men."

When we attain such richness and intensity of life, we must not regard ourselves as superior angelic beings and cut ourselves away from our brothers and sisters. That aloofness and isolation of spirit due to life in a Palace of Art is a delusion and a snare. It is a trap for the soul. It is a substitution of pleasure for happiness, because true happiness delights in taking its stand in the thoroughfares of life and shedding its benignant grace on all, whereas pleasure is secretive like a dog mouthing a stolen bone. When we are truly *en rapport* with Nature and man and God, we live with an equal fondness on both earth and heaven. I have got a wholesome and whole-hearted dread and dislike of those crude spirits that run away from life or that resort to the dalliances of the pleasures of imagination forgetful of their duties towards other children of God. True culture is not a bath in Lethe but in the ever-living and ever-flowing fountain

of Life Divine which is always in touch with Life Natural and Life Human. The man of false culture, like the man of false ambition, misses the true purpose and the real joy of life. "By that sin fell the angels!" By that sin falls Man as well. The true quickening and vivification of life comes from that deepening and broadening of culture which leads to our sharing with all the inner riches of life added unto us by God. Culture as a lust of the soul must be sublimated into culture as love.

Equally necessary is it for the man of culture to keep up his communion with Nature. But in modern times such communion is becoming less and less,

"The world is too much with us ; late  
and soon  
Getting and spending we lay waste  
our powers ;  
Little do we see in Nature which is  
ours ;  
We have given our hearts away—a  
sordid boon."

No refinements of taste or culture can ever compensate for our loss if we live of Nature's beauty and peace. It is by our love of Nature that will lead to a simple and sincere and natural life. The complications and miseries of modern civilised life are due to our going further and further away from Nature. We must drink in the beauty of Nature and share in her life and enter into communion with her companionable spirit. It is not a mere aesthetic interest in Nature but a sense of communion and union with God as manifested in Nature. A mere aesthetic may not care to be among the solitudes of Nature or to spend his hours in her company. He may, like a man of vulgar affluence, rush about in a motor car or fly in an aeroplane absorbed himself and scorn to walk about on foot learning by the kiss of his feet the

physiognomy of his beloved. A mere globe-trotter probably thinks more about the champagne in the hotel near the Niagara than about the roaring cataract. An artist may probably care about the weaving and unweaving of luminous rainbows on the boom of the rushing and leaping waters but the man of true refinement and culture worships there the goddess of Beauty in one of her loveliest and mightiest aspects and communes with her very soul.

Thus true culture is in rising above egocentrism to geo-centrism. We must rise above the merely selfish or conventional life and realise the divine meaning and purpose and value of life. To most of us life is a battlefield or a Punch-and-Judy show. But to the men and women of true culture life is the *Divina Comedia*—the *Lila* of Sri Krishna. Our highest privilege and duty is to love Nature and man and God and to let the soul have free play and self-expression and to attain the bliss of God-love and God-realisation.

In modern times such a life of inner discipline and outer self-control is not easy to live at all. Not only do the modern worship of wealth and devotion to pleasure form hindrances to such a life. The more dangerous foes to it are the prevalent moods of pessimism and materialism and cynicism and atheism. It is the mechanistic mood that is the greatest foe for the mystical mood. Further, the prevalent habits of life seem to consist of inane twaddle to a

man's face and insidious slander behind his back. Human speech consists largely of self-praise or libel on others! If human action is remorseless competition and human speech is alternate camouflage and slander and human thought is an alternation of envy and hate, what chance is there for the free self-expression of the soul? The so-called commonsense of to-day is but a reduction of life to its lowest terms. It is a compound of crudeness and selfishness. The modern man hates to be alone and equally hates to be with others. He does not love Nature or man or God.

When the modern man realises that he is not the roof and crown of things and that he has much to do by way of self-learning and discipline and when he becomes full of true culture and sweetness and light, then alone will come to being the Kingdom of God upon the earth. A new orientation of mind and heart and will and soul is the most urgent and imperious inner need of the times. A new love of Nature and Man and God must surge through the hearts of all. The cult of happiness must supersede the cult of pleasure, and the cult of love must displace the cult of competition. We must, in Goethe's noble words, learn to "live in the wholeday in the Good, in the Beautiful." Then and then alone shall we have true culture and realise the Fatherhood of God and the Brotherhood of Man. The highest function of the New Teacher is to be the Apostle of Culture.

---

## THE HOME AND THE SCHOOL

BY

MR. V. SARANATHAN, M.A.

*Principal, National College, Trichy.*

The success of school education rests on the moral strength and support that the school derives from the home life of its pupils. In so far as his home achieves a decent, everyday existence, the pupil becomes fitted to assimilate the finer lessons of the life of learning for which the school exists. He becomes educable in the degree in which at home he has a circle for which ideals of comfort and civilised thinking are moderately real. Then he finds the teaching of ideals at school to have a concrete meaning for him, as he looks at his own ardent, prosperous people and cherishes the domestic life they have created. An English Public School comes thus to be sustained and inspired by the homelife of that class of English society to which it belongs. Though, after the rise of numerous Secondary Schools of the new kind in England, this intimate, material and spiritual relation between the home and the school may have become less practicable, the idea of the school as a "moral Diagram" of the home of the educated citizen endures.

In what ways can any one of our schools attempt to reproduce the essentials of the Indian household of the more prosperous kind in its building, its appointments and material equipment of all kinds, and in its social setting and ideals? How can it be made to foster those elements of efficiency, refinement, and sanity, which are the hallmark of the educated middle-class in every society? No doubt, these things should be on the Indian scale or standard—not the

European or sham European, as in the Public School which some years ago the late S. R. Das attempted to set up in North India—and should not overlook the background of Indian poverty.

The standards of life of our middle classes are of a recognisable nature, though along with our economic life they have been subject to change; we have a recognisable moral civilisation, a standard of comfort and breeding and social life for middle class Indian society to-day. Whatsoever things matter to this class must find a place in the school life. In fact, a school should be a picture of middle class comfort, an exemplar of taste as well as a place of knowledge for the already educated men also,—a temple of middle class morality in the newer time. In its own turn the school will stimulate ideals of comfort and personal efficiency and thus produce a richer home life for the young, which is the basis and the background of their cultural growth.

Every effort should be made to enlarge and beautify school premises and buildings. The majority of the newer schools have got buildings which are, as compared to their surroundings, spacious and well-planned; and in many small ways, pupils and teachers themselves can attend to the improvement of the appearance of their schools. While we may ask for public philanthropy and State effort creating model school-houses, play-grounds, libraries and so on, we ought not to overlook opportunities of enriching and improving the social scene with the school as its centre, in its everyday

aspect. The local High School can thus be made into a community centre of "sweetness and light" in the material sense as well as the spiritual, for a society made up mostly of the smaller officials, landlords, merchants, whose children see the daily struggle in their homes can have no conception of a higher standard of living and manners but for their school.

On the other side, the improvement of the gracious appurtenances of the home is an important duty laid on the educated people. The educated parent has always to seek amenity and grace in the little world of the home and to implant the desire of these things in the children. One need not look wholly to western ideals or teaching for this; there is an Indian way in these matters which is open to a mere clerk, or small official, or wage-earner of the genteel class with a hundred worries of his own. It is true that we have forgotten the old gracious properties of Indian life, without assimilating western ways of furnishing our houses, of

getting together our personal effects, of looking after our health, of practising neighbourliness, and of establishing the minor charities and the educated man's practicable dreams of a better group-life. If we labour more and more after these, there will result a new graciousness, a more urgent way, a greater efficiency, and a finer social objective for school education itself. With these will also come a more discerning public interest in the school studies and all school activities, out of which will be born the enthusiasm for a newer life for the Community expressed in its Education.

The prime need to-day is that educated men and women, however imperfect their own equipment, should attempt to enlarge and improve the common heritage, by getting together to work out the problem of the further moral education of the nation, remembering what battles the next generation shall fight, and that they must not go into battle unarmoured, or lacking the attainable grace and clear eyes, sound hearts, and the secrets of all modern weapons.

---

## EXTRA-CURRICULAR ACTIVITIES IN PHYSICAL EDUCATION

BY

MR. JAMES BUCHANAN, M.A.,

*Director of Physical Education, Bengal.*

Schools exist because, at the present stage of social development, it is recognised that the old method of education in the home is inadequate as a preparation for life. It may have been enough in earlier days, when the social group was small, community obligations were simple, and it was comparatively easy to select a means of livelihood. But now-a-days society is a complex organisation in which one can only take one's place and continue to exist if one has a fairly wide knowledge of a large variety of subjects and possesses the qualities that make a good citizen. As a means of preparing the child to earn his living and at the same time develop those qualities that will be useful to him in after-life education in the home is too unsystematic and indefinite to be of much use. Hence the schools!

Of recent years we have gone a step further. There was a time when the school was looked upon as an institution for imparting knowledge during a limited period each day, and it was left to the home to care for the feeding and clothing of the child, to prevent or arrange for the treatment of physical defects, and to look after his religious and moral training. But here again it is found that home influences, either due to ignorance, carelessness, or lack of method, are insufficient to ensure that every child will develop into a healthy, morally and mentally balanced individual who will be an acquisition to his community. So the school has gradually begun to take more

complete charge of the guidance of the whole life of its pupils by adding to its curricular duties a number of activities for the organisation of which no other institution exists. So far, in India at least, the full development of these has not been possible, but that is no reason why we should not consider them fairly fully. If there is any important influence whatever in the rearing of the child which is not provided elsewhere, or which is detrimental to him, then the school has a definite responsibility. It may not, for many reasons, be prepared to accept the responsibility immediately, but if the need is recognised then it is likely that something will be done towards devising ways and means of taking it over.

Physical education in its widest sense means the study of all influences which affect the child's physical well-being, the elimination of those that are bad, and the development of those that are good. Let us study some of these to see what is required if the school is to do more than teach routine physical training lessons during school hours.

*Home influence.*—In many homes the physical welfare of the child receives attention. But, in many more it does not. Here is the school's first extra curricular responsibility—to educate the guardians. A hopeless task, you may say, for we cannot gather the parents into school to teach them. There is no need to do so,

No social problem can be solved all at once, but much may be done in the course of a generation, and it is recognition of this fact that distinguishes the optimist from the helpless pessimist. If we recognise that efficient health teaching and practice in the schools will have a profound effect upon the fathers and mothers of the future, is that not a sufficient incentive to thorough and inspired work?

With the guardians of the present, however, we can do much by propaganda. School reports may give a more important place to the question of health. Even without the help of a school medical officer it is possible for the teacher to report upon progress in height, weight, and chest development, upon apparent malnutrition, defective eyesight, mouth breathing, deafness, lassitude, and minor physical deformities, and upon regularity, skill, and interest shown during physical training lessons. These are valuable indications of the state of health of the pupils. Then the curricular hygiene lesson, which it is to be feared, does not always receive the attention it deserves, may be developed on the practical side, by having the school students prepare posters, diagrams, and models for a school health exhibition. Is there any school which has yet organised a health exhibition for the guardians of the pupils? If there is one that wants to do so, there are a dozen associations, medical officers, health workers, etc. ready to give advice upon how to do it.

In schools where there is regular medical inspection, defects are notified to the guardians, but seldom is any further action taken. Why should not the teacher try to visit the guardian of each defective boy in his class at least once a year (that is not too much of a burden) to discuss the manner in which the defect is interfering with the child's school progress?

*Health teaching.*—Hygiene is a subject of the curriculum. By itself, as a class-room subject, it is not enough. But, starting with

what the boy has learned from it of the working of his own body, and then of the laws of individual and community health, there is much that may be done after school hours. For example, first aid, with its practice in treating wounds, fractures, apparent drowning, suffocation, etc. is a fascinating subject which cultivates the ideal of service as well as preparing boys to be of practical assistance in an emergency. The extension of the social ideal may be effected by organising parties of students on special occasions to give help at festivals, to give demonstrations in any local health exhibition, or to study and assist the progress of health movements in their locality.

*School medical inspection.*—This is a branch of school activity which is developing rapidly. More and more schools are recognising the importance of tracing the physical defects from which the pupils suffer, for it is obvious that the boy with defective eyesight or hearing, enlarged tonsils or adenoids, or organic troubles, cannot benefit fully from the teaching of the school. The guardians of pupils pay school fees in the hope that their boys will receive an adequate return for the expenditure, and it is the business of the school to ensure that they do so. Medical inspection alone will not, of course, cure the defects, but it is the means of accurately diagnosing them, and the subsequent reports to the guardians that are of the greatest value. As things are at present, a large proportion of the guardians either ignore the reports or have not the means to obtain treatment for their children. That problem is connected with the question of educating guardians, but its existence does not in any way detract from the importance of medical examination. Guardians as a rule are slow to recognise physical defects and their importance to the child. The school must, therefore, undertake the responsibility of discovering them and bringing them to the guardians' notice.

*Treatment of defects.*—In most part of this country there is no equivalent of the “education authority” which exists in certain other countries to control all the schools in a city or a district. There is no central educational organisation which can set up a central clinic for the surrounding group of schools in a district. The treatment of defects which guardians do not care or are unable to see to, is, however, still matter for the school to consider, and, given a spirit of co-operation amongst a group of adjacent schools, something might be done to establish a simple clinic in a room in a school centrally situated. Here apparatus could be gradually installed for the further examination of children selected by the school medical examiners. Apparatus for testing eyesight, carrying on dental scrapings and extractions, and diagnosing other troubles, and simple medicines for the treatment of less complicated diseases, are not too costly to be met by a group of schools.

*Tiffin supply.*—So long as school remained an institution which took pupils in at 11 a.m. and set them free at 4 p.m. the traditional Bengali custom as regards hours of meals was enough. But, now that the school attempts to regulate after school activities, the problem of supplying tiffin arises, for boys require something to sustain them if they are to remain at the school until five or six o'clock. Also, there is the undoubted fact that the lack of system in home up-bringing is, in very many cases, extended to the matter of food. And anything the school can do to help will have a beneficial effect upon the nutrition of the pupils.

There are two ways of tackling the problem. The first is to consider it as a particular one applying only to boys who are detained in school for afternoon activities. Usually, these are required to stay two days weekly, and a scheme may be worked out by which, according to the weekly routine of games, each boy is supplied with

tiffin on the days on which he must stay in school after 4 p.m. Very often boys who live near the school may be exempted from participating.

If, however, tiffin supply is looked upon as the solution of a general problem—that of making up for diet deficiencies in the home—then a scheme for all pupils may be introduced. At first, this may apply only to boys who live at some distance from the school, and whose daily absence from home is prolonged for that reason. Gradually, however, the school authorities should arouse the interest of guardians in the scheme and thus endeavour to extend it to all boys as a regular feature of school work.

*The organisation of physical activities.*—This extension of the work of the school is based upon sound principles. Despite the claims of school studies and the prospect of examinations, the majority of boys will not study all the time every day from the close of school until bed-time, while those who desire to do so must be dissuaded on the grounds of health. They have, therefore, a certain amount of leisure time at an age when most of them lack ideas upon how to fill it in and the power to judge what is best for themselves. The home has little chance of guiding boys during their leisure hours, for normal youths want to get out in the open air. It is, therefore, desirable that the school should provide some organisation of activities which will attract them to healthy, attractive pursuits, and counteract the perfectly natural tendency of unguided boys either to get into mischief or to loaf about aimlessly.

Most schools have already begun to do this, by organising compulsory games, after school hours. The usual method is to draw up a routine under which each class must play games on given days, and to detail the teachers in turn to assist the games master. The importance of organised extra-curricular physical activities has thus been re-

cognised, but there are two simple methods of making the work more effective.

First, a more suitable division of boys than is provided by school classes should be adopted. There are too many variations in physique to be found in the ordinary classes, and the activities will be made much more effective if the boys are classified in groups according to their height. This will not be an accurate measure of physical capacity, but it is near enough to make the games more effective than they can possibly be where the purely academic classification is employed. Also, where one or two boys are found to be distinctly inferior or superior to the remainder of their group, they can be easily transferred.

Secondly, there is the important question of interest. Even though activities may be compulsory, the value of providing attractive work cannot be over-estimated. For this reason, and also because it is solution of the playing-space problems, it is necessary to provide opportunities for activities other than football and hockey. Swimming, athletic practice, basket ball, volley ball, teni-koits, rounders, gymnastics on parallel bars, horizontal bar, etc., hadu-dudu, and dariabandha are activities which cost little and provide the necessary attractiveness to boys. Moreover, these activities do not require very highly specialised knowledge on the part of a teacher whose main object is to keep large numbers of boys occupied in healthy, interesting, and recreative exercise. The finer points which are so essential in the preparation of boys for competitions can easily be ignored, or left to the expert if there is one on the school staff.

Further, outdoor activities need not be confined to organised exercises and games. The Scout troop which, if well run, is an equally valuable influence, both educationally and physically, should be looked upon as one of the groups for extra-curricular acti-

vities, in the same way as a football or gymnastic group.

Very often, First Aid and Hiking are looked upon as the prerogative of Scouts. But there is no reason why groups should not be formed for these activities. The one is concerned with the practical aspect of health and service, while the other may be developed from a purely physical exercise into a means of cultivating an appreciation of nature, of agricultural methods, of engineering problem, or of historical or geographical knowledge, according to the features of the country-side surrounding the school.

*"Old Boys" associations.*—If the organisation of leisure is desirable for school students, it is just as desirable for those who have left school. Withdrawal from the school, whether because examinations have been passed or for any other reason, means too often a cessation of all opportunities for recreation. One of our problems is that our boys and young men who have played games and taken part in other social activities while in school find themselves at a loose end when school-days are over, for there is no local club or association which they can join. Here is another of the school's responsibilities. Teaching staffs who have been closely associated with boys for eight years of their school life will surely not cease to be interested in them just because the boys are no longer enrolled students. These youths are at the most critical and impressionable stage of their development; at the age of sixteen or seventeen they are beginning to be men and are susceptible to every influence. Much may be done to ensure that the influences will be of the best if they are enrolled as members of "Old Boys" associations or clubs, and they are allowed, even if only at the week-ends, to use the playing fields and a room of the school, under the general direction of the people for whom they probably have the deepest

regard—their former teachers. In this lies the solution of one of the most vital problems of to-day.

**Finance.**—Naturally, the full development of extracurricular activities demands consideration of its financial aspects. Let us suppose that a school of four hundred students draws fees for ten months each year and try to work out the probable costs under each case.

(a) *Propaganda in the home.*—It costs nothing for the teacher to observe his pupils carefully, to report upon what he observes, and to visit the guardians of his pupils once a year. The preparation of a school health exhibition costs nothing but the price of paper, card-board, and ink.

(b) *Health teaching.*—Diagrams and charts for hygiene lessons are to be found in most schools. These, with locally made bandages and splints, costing about Rs. 10, satisfy all the needs of a First Aid class, and a local medical man will often be found ready to pay occasional visits to assist the teacher in charge.

(c) *School medical inspection.*—At present the Department of Public Instruction, Bengal, maintains three part-time medical officers, on allowances of Rs. 50 per month to examine Calcutta schools. Each officer examines eleven schools annually, or one per month working part-time. That is to say, the ordinary school should find it easy to arrange for one annual medical examination of all boys for an honorarium of Rs. 50. The cost will be more than covered by a medical examination fee of one pice per month.

(d) *Treatment of defects.*—A central clinic will shortly be established in a Calcutta school to which medical officer will depute boys for further examination and treatment. The costs are estimated as follows:—

(i) Initial cost for apparatus for examination of teeth, eyes, ears, nose, throat, etc. Rs. 1,000.

(ii) Recurring cost for supplying free spectacles to about one hundred boys annually Rs. 250.

(iii) Recurring cost for simple medicines. Rs. 300.

If schools combine to establish clinic, and purchase the apparatus over two years, the cost per school will be Rs. 100 each year or two pice per boy per month. They will probably not be required to supply more than twenty pairs of free spectacles annually to poor boys, costing Rs. 50, and an estimate of Rs. 300 for medicines is ample. The cost for this will, therefore, be about Rs. 70 per school, or a maximum of two pice per boy per month.

The doctor who attends at the clinic will, naturally, have to receive payment. If he asks for his normal fee for each boy examined, then the scheme will be costly. But happily, there are many numbers of the medical profession who are willing to give an hour on a Saturday or Sunday at a reduced fee because they recognise the social value of work of this kind. Let us estimate Rs. 100 as the annual honorarium for one hour's work weekly. That may be met by a fee of two pice monthly.

(e) *Tiffin supply.*—Various schools in Bengal supply *chapatis* and *dal*, or *murri* and cocoanut daily, at a monthly cost of four annas per head and find that the boys benefit from it. If this can be done in some schools it can be done equally cheaply and simply in every other school.

(f) *Organised physical activities.*—To be really effective a school sports fund should be looked upon as a fund from which the costs of organising all physical activities are to be met, not solely as the means of maintaining and of paying the expenses of travelling and providing refreshments for the eleven best foot-ballers of the school. If every boy pays a sports fee, every one is entitled to some return. The primary charge upon the sports fund should, therefore, be the equipment of the school for

games, gymnastics, scouting, and swimming—in a word, for all types of activities in which the general body of students takes part. Only after the school has been equipped for its internal activities should external activities be considered. An annual income of Rs. 500 will provide for the steady accumulation of equipment from year to year with a generous surplus for inter-school competitions. A monthly fee of two annas per head for sports will raise this amount.

(g) "Old Boys". The existence of such an association will not be a charge upon the school. On the contrary, in return for the use of games and other apparatus, the school may charge a small rental, which will increase the sport fund, and at the same time save the association the expense of buying apparatus of its own.

Now let us calculate the monthly fee which will enable the school to meet all these expenses. The figures are:—

- (i) School medical inspection one pice.
- (ii) Treatment of defects six pice.
- (iii) Tiffin four annas.
- (iv) Physical activities two annas.

The total for each boy monthly is seven annas and three pice only, surely not an extravagant sum when one considers the return to the individuals and the effect upon the general health of the community.

It is a fairly general belief that, unless the home is ideal in every respect, the best method of educating boys is to place them entirely under the charge of specialists trained in the rearing of youth, the teachers. That means residential schools. But that is impossible in India, so the next best thing is to try to ensure that school influences shall be as extensive as possible. From this point of view the school has the right to impose fees in order to provide itself with the funds to carry on all branches of its work. After all, by doing so, the school is relieving the guardians of the expense of providing for contingencies such as physical defects, under-feeding, etc., and it is bringing to bear upon the boys those moral and social influences which are essential in the production of upright manhood. The real trouble in developing schemes will be found amongst the very guardians whose wards most require them, those who fail to recognise that children must have the most extreme care during their development. That brings us back again to the question of educating guardians, and perhaps emphasises the fundamental importance of looking ahead and doing our best to ensure that the next generation of guardians will not oppose the efforts of the school. But it also means we must start at once to do everything in our power to organise effective extra-curricular schemes.

# AN INTERPRETATION OF PHYSICAL EDUCATION

BY

MR. H. C. BUCK, M.A., M.P.E.

## 1. PHYSICAL EDUCATION DEFINED

Physical Education is education by means of physical activities. It is a necessary part of the general process of education if one is to be equipped to live an abundant life. \*Williams in his book, "Principles of Physical Education," which should be read by every educator, defines physical education as the sum of man's physical experiences selected as to kind and conducted as to outcome. Selection of activities as to kind implies taking into consideration the nature of man, the type of activity which has made him structurally and functionally what he is to-day, and the activities which must be continued to ensure proper biological succession. This means that our programmes in physical education should be made up of those natural, racially-old, big muscle activities employed in the form of games and athletics which appeal to the inherent interests and desires of the participant and which equip them to function effectively as members of society. It is only adequate participation in such activity that will keep us from becoming physically illiterate. Conducting activities as to outcome implies intelligent leadership that employs these natural activities to develop in the participants high standards of social and moral conduct, and skills that function in life.

Physical Education then is a truly educational process and not mere exercise and perspiration. It is education of the whole man through the physical and not mere development of the physical. It must be expressed

in harmony with the established facts of psychology, biology, and sociology, and as such has a legitimate claim for inclusion in the general scheme of education.

## 2. THE AIM OF PHYSICAL EDUCATION

\*Williams gives the following as an aim of physical education. "Physical education should aim to provide skilled leadership and adequate facilities that will afford an opportunity for the individual or group to act in situations that are physically wholesome, mentally stimulating and satisfying and socially sound."

In keeping with this then, we should aim to provide ideal environments and facilities for natural physical activities, with highly qualified leadership. Such leadership should possess scientific knowledge and a sympathetic understanding of human nature. Further, the aim should be to make possible for individuals and groups within these wholesome environments full opportunity for self-expression and self-development by providing stimulating situations out of which will arise experiences abundant in physical, mental, social and moral values.

The primary aim is not to develop star athletes, winning teams, expert performers, or physical marvels, but a national vitality based on character values as well as on those of physical stamina.

## 3. OBJECTIVES IN PHYSICAL EDUCATION

(a) *Development of Organic Vigour.*—This is dependent upon a wise selection of activities arising out of the inherent interests of the participants, and so conducted

\*Williams, Dr. J. F. Principles of Physical Education, W. B. Saunders Co., Philadelphia London, 1930.

that the normal functions of the body are developed and improved. The racially old, big-muscle, or natural activities are the ones that have made man what he is to-day both functionally and structurally, and this type of activity in a rational form must be continued to preserve proper biological succession. The vital organs are best influenced and improved through activity of the big muscle groups of the body. The natural, or athletic and game activities are the ones that bring into play in a rational manner, all the muscles of the body, stimulating the circulation and respiration and other vital functions, and thus producing organic vigour. The objective games activities are therefore of far more value for this purpose than are the purely subjective ones of local muscular development. It is our belief too that moral health is largely dependent upon physical health, or functional power of the vital organs.

(b) *Development of a Reasonable Degree of Muscular Strength.* There is a prevailing notion that physical activities have only exercise value and that the only purpose is to develop huge muscles and great muscular strength. This is a mistaken notion, because mere size and strength of muscle is not a guarantee of health and vitality. In fact one may have muscles but poorly developed vital organs. However, one should aim to possess a reasonable degree of muscular strength and a physique of which he need not feel ashamed. One must remember also that if exercise as such is to improve size and strength of muscle the diet must contain sufficient nitrogen for building and repairing body tissue.

(c) *Development of Neuro-Muscular Co-ordination, or Skills.* The development of skill in a large variety of physical activities makes it possible for individuals and groups to obtain satisfaction and happiness in a variety of ways during leisure time. Many people are unhappy and mal-adjusted be-

cause they are physically illiterate and do not know how to enjoy their free time.

Possession of skills in naturalized forms of individual and group play activities enables people to give wholesome expression to innate desires and interests.

(d) *Development of Right Attitudes Toward Play and Toward Physical Activities in General.* It is not only possible, but necessary, to base the programme on such sound psychological principles that there will be developed in the masses wholesome attitudes toward play and physical activities, and habits of life-long participation in them. This can be done only by providing activities that appeal, that give opportunity for self-expression and self-improvement, that afford satisfaction in the doing and a desire to continue. Proper leadership can instil the idea of participation for the sheer joy of the activity itself without any concern about winning or losing, or desire for material reward. Teaching people to look upon physical activities as a recreative measure rather than as an exercise process or money making spectacle will go far toward creating desirable attitudes.

(e) *Development of Desirable Social Attitudes and Conduct.* This is possible in a programme of physical activities where emphasis is placed not on show and winning, but on the ethical values inherent in playing games with and against others. The relationships and experiences of co-operation and competition on the athletic field call for decisions very similar to those which have to be made in every day life. Leaders with moral purpose will make it possible for their athletes to act and decide in the light of values and consequences, and will relate the idea of sportsmanship as practised on the playing field with the desirability of carrying that laudable practice over into all relationships with their fellow-men. A programme of activities that does not afford opportunities for developing

ethical values which function in life is not educationally sound and has no reason for existing.

(f) *The Development of Correct Health Habits.* Health is physical, mental, moral, social, and emotional. A rational programme of physical activities in a wholesome environment under sane leadership

can stimulate the participants to develop favourable attitudes and habits in all of these phases of health, thus influencing them to live abundantly. This can best be done by making it possible for those engaging in physical activities to discover for themselves the true values and satisfaction of wholesome living.

---

harmony. Indeed international affairs can hardly be satisfactorily settled unless human society everywhere is put in order. At the present time widely divergent views are held regarding capitalistic and socialistic arrangement of the human race. But whatever may be the merits on either side, it is clear that problems of social adjust-

ment are as serious a menace to the peace of the world as any international complications. Hence the least that the school can do in these matters is to help the pupil to think clearly and honestly on every question that affects the well-being of the society. Thus will the school serve as the training ground for peace.

---

## CHARTS FOR TEACHING TAMIL TO ILLITERATE ADULTS

BY

MR. MASON OLCOTT.

A remarkable literacy movement has been among the Moslems of Mindanao, the southern-most of the large islands of the Philippines. Well do I remember seeing there in 1919 the dense tropical vegetation, the beautiful Lake Lanao with the settlements of the Moros. The Commission on Village Education in India, which I had the chance to assist, was conducted around by the socially minded Dr. Frank Laubach who was just then opening up a new field of service to the Moros. In the last two or three years he had developed a chart of the Maranaw language, by which over 40,000 illiterates have learned to read. Before that about 3,000 Moros could read with Arabic letters and practically no one used Roman letters. The chart was based on three key words containing all twelve consonants of the language. With these were combined all five vowels. Thousands of illiterates have learned all these letters in one hour, and the brighter ones take only forty-five minutes. As to what happens next, an American periodical says:—

“When an old fellow who has never read a line in his life steps out after a lesson of an hour or less with a reading vocabulary of 250 words and the ability to recognise all the letters of the dialect alphabet and 30 or 40 syllables besides, in any simple combinations, he feels so proud and happy that he wants to tell the world. And that is exactly what he does. He takes up his chart somewhere and begins to teach. That enthusiasm explains the large number of volunteer workers. It also insures contin-

nued study by a large percentage of those who master the chart.”

The chart has been used by 400 volunteer teachers who have taught over 40,000 people to read. Many stories and useful books have been printed for the first time in order to supply reading materials to the new literates. In a few years, they hope to bring literacy to the whole population. Officials and non-officials have taken up the matter with great enthusiasm and are using the same method in teaching other languages of the Philippine Islands.

This “Miracle of Lanao”, as some one has called it, made me wonder last year whether something similar might not be possible in Tamil and other South Indian languages.

Let us consider some of the facts. Between 1921 and 1931 the percentage of illiteracy in India (over 5 years of age) fell from 92 to 90, but the actual number of illiterates rose on account of the increased population. Adult education is essential, because only by that means can all the people progress and participate intelligently in India’s social and political life. The demand is specially urgent now on account of the larger measure of self-government that is to be granted. Adults themselves require the ability to read and write so that they may be in touch with the best thought of the past and present world and they may protect themselves from exploitation and live abundant lives. Adult education will also furnish a much stronger motive than now exists for children to learn.

The difficulties are immense: the poverty and poor health of illiterates, their lack of time and energy for schooling, the narrow range of their experience and intellectual interest, and their inability to surmount large mental obstacles. In the South Indian languages the number of letters to be learned is very large, Tamil having 247 and Telugu many more than that. Contrast this with the 12 consonants and 5 vowels of the Maranaw language, which is written in the easier Roman script.

Since our goal is so important, we must not be discouraged by the difficulties in the way, but we must think harder and strive more resolutely to surmount them. On account of the lack of time and energy that the ordinary illiterate can give to learning, it is necessary to teach him to read and write in the shortest possible time and to enlist all of his mind and interest in this effort while it is going on. To do this, we need to follow four criteria for the selection and arrangement of reading materials for the illiterate.

*A. What is to be taught must be within the range of experience of the learner.* We must present what is familiar to him and not strange material that requires much explanation. His range of experience should be widened after he has learned to read, but not while he is learning, for the combination of both process slackens the speed and wastes valuable time. Words and sentences must come from every day speech rather than from literary Tamil.

*B. The material must be simple and graded in easy steps.* A few new things are to be presented at a time, for many things at a time, even though they may be familiar, will discourage the illiterate. We should do all we can to encourage him and as little as possible to discourage him. If he finds at the beginning that he can really

succeed, then he will continue and not drop out after the first week or two, as so many thousand men have dropped out from night school as soon as they have begun to feel inferior and inadequate. The letters and words at the beginning must be easy, and increase very gradually in difficulty. As the illiterate learns to surmount small obstacles he will be ready to tackle larger ones. Whatever phrases or sentences are introduced, should be very short and simple at the beginning. The criterion of gradation should not prevent sufficient practice on what is hard, especially on some commonly used letters.

*C. The reading material to be taught to beginners should have as much meaning as possible.* Things with meaning are learned quicker and remembered better than those without. For example, a word is easier to learn than a single letter. Since sentences have more meaning than words, they should be added early to words and letters. It is better to have the words in sentences than isolated from each other.

*D. The greater the learner's interest, the better he will learn.* The illiterate has a narrow range of intellectual interest, but what interest he has must be appealed to. Like every one else, he is naturally interested in stories of incidents. It is difficult to work out stories that contain only a few new letters at a time, but it is possible to do so.

The Tamil first readers that I have seen are not very well fitted for teaching adults, for they have far too little meaning and too little interest. These are serious defects for they keep people from learning quickly. In such cases, adults, instead of being led on to further learning, lost interest. Most readers are not badly graded. Nearly all the words they present are familiar, but a few are unfamiliar.

With the help of friends, I have been trying for several months to build up suitable charts for adults. Many experiments have been made as to the best arrangement of letters and words. Two whole series of charts were carefully drawn up and then discarded because they did not measure up to all the principles outlined above. After further efforts to satisfy the requirements, a third series has been drawn up, which has seemed satisfactory to the teachers who have seen the charts. Let me state a few details.

A. All the fifteen charts use only familiar, every-day words. For this reason, adults beginning to read do not have to burden their memories with words that they will never have occasion to use. Every attempt was made to have the sentences such as to be easily understood.

B. The charts are simple and in easy steps. Each chart gives only a few letters at a time. With the use of key words, more letters are given than could well be done in the case of children, for it has been definitely proved that adults, if interested, can learn more rapidly than children. The words introduced at the beginning are easy to learn. The phrases given in the first chart are short and sentences used in the next five charts contain only four words each. These words are given in four vertical columns to allow them to be quickly grasped and reviewed. In the rest of the

charts, this arrangement is no longer followed, but all the sentences are short and easy to understand.

C. A maximum of meaning is provided by the introduction of phrases in the first chart and sentences in all the later charts. The first three charts have questions and answers. We have found by experiment that the early introduction of sentences makes for quicker learning.

D. The natural story interest is appealed to by the little incidents that are narrated from the fourth chart on. All these stories deal with activities that are significant to adults. They are connected because they all have to do with the members of one family. For the adult reader, they are worth the trouble to learn.

These charts have been seen by a number of people and have been revised several times in the light of their criticisms. We have experimented with teaching Tamil to adults by using the earlier series of charts. We found that they make for rapid learning.

I expected to try out these charts also in actual practice, but this has not been possible for lack of time. I shall be glad to receive criticisms and suggestions about them. My sincere hope is that they will be of real service to the cause of adult education.

## CHART 6

|   | ப  | ட  | ம  |
|---|----|----|----|
| இ | பி | டி | மி |
| ஈ | பீ | டீ | மீ |
| ஐ | பை | டை | மை |

## கங்கன் கடை

|         |          |             |               |
|---------|----------|-------------|---------------|
| ராமன்   | கங்கன்   | பையன்       |               |
| இந்த    | கடை      | கங்கன்      | கடை.          |
| பிமன்   | வந்தான், | வடை         | பார்த்தான்.   |
| ஐயா,    | வடை      | தா.         |               |
| கங்கன்  | வடை      | தர          | மாட்டான்.     |
| ஐயா,    | நான்     | வடை         | வாங்கலாமா?    |
| ஆம்,    | பிமா     | வடை         | வாங்கலாம்.    |
| பிமா,   | பைசா     | தா.         |               |
| பிமன்   | பைசா     | தந்தான்.    |               |
| பிமன்   | அந்த     | வடை         | சாப்பிட்டான். |
| பிமன்   | அக்காள்  | வந்தாள்.    |               |
| அவள்    | மிட்டாய் | பார்த்தாள். |               |
| ஆனால்   | அவள்     | பன்ட        | இல்லாதவள்.    |
| பிமன்   | பணம்     | தந்தான்.    |               |
| கங்கன்  | மிட்டாய் | தந்தான்.    |               |
| பிமன்   | அக்காள்  | மிட்டாய்    | சாப்பிட்டான். |
| பிமா,   | இந்த     | மீன்        | பார்.         |
| இந்த    | மீன்     | பிடித்தவன்  | யார்?         |
| இந்த    | மீன்     | கண்ணன்      | பிடித்தான்.   |
| பிமன்   | இந்த     | மீன்        | பார்த்தான்.   |
| அக்காள் | ஆமை      | படம்        | பார்த்தாள்.   |
| கங்கன்  | கடை      | நல்ல        | கடை.          |

## NOTE ON CHART 6.

This chart follows the five charts that present all the consonants as mutes and in combination with அ and இ. It uses only

these combinations and the ones given at the top of the chart. After adults have learned to read the sentences across, they can be given practice in reading the words from top to bottom.

# MADRAS UNIVERSITY AND THE S. S. L. C. CURRICULUM

BY

MR. A. V. K. KRISHNA MENON,

*Principal, Zamorin's College, Calicut.*

The main difficulty in framing a suitable curriculum for the High School is, as matters stand at present, that the curriculum has to be acceptable to the Universities and has also to meet the needs of a course of useful secondary education. In fact, the revised S. S. L. C. scheme of 1929 (revising the scheme of 1910) was the outcome of a compromise between the Government and the Madras University. The history of the S. S. L. C. scheme will make this clear.

The original system of secondary education, with the Matriculation Examination at the end of the school course, was found unsatisfactory and in 1908 a committee was appointed by the Government to improve the system.

## OBJECTS OF S. S. L. C. SCHEME

Government stated in their order appointing the committee that they wished to replace the Matriculation examination by a School Final examination which would serve both as an entrance test for the public service and as a final test for young men who were leaving school and who desired to enter a school for professional or technical training not connected with the University; that the new examination should embrace a wider range of studies than the Matriculation examination and guarantee not merely that a boy had passed a certain test but also that he had got through a definite course of study in a recognised school, conducting himself in a satisfactory manner; and that the examination should be acceptable to the Madras

University as a substitute for the Matriculation examination.

The committee, which consisted of eminent educationists, drew up a scheme which, after approval by Government, was accepted by the Madras University and was introduced in 1910. There were three groups of studies under this scheme, namely, Group A, consisting of English, a second language and Elementary Mathematics; Group B, consisting of History, Geography and Elementary Science; and Group C, consisting of many subjects out of which two were to be selected by the student.

The scheme was worked for a few years but failed to give satisfaction. One of its most glaring defects was premature specialisation: another was the neglect of subjects like Elementary Science, History and Geography, in which there was no public examination. In 1921 Government appointed a committee under the chairmanship of Sir R. Venkatratnam to look into the matter. A report was submitted but was not acted upon.

Another committee, known as the Secondary Education Reorganisation Committee examined the question, but nothing came of its inquiry either.

## A COMPROMISE

The Madras University, alarmed at the unsatisfactory equipment of students entering the college, then appointed a committee to consider whether it would be advisable to withdraw the recognition given to the S. S. L. C. examination as an entrance test

and replace this by its own Matriculation examination. This ultimately led to a compromise between the University and Government, according to which the latter agreed to transfer the B Group subjects (History, Geography and Elementary Science) into the A group. The scheme of 1910 was materially altered and the revised scheme came into force in 1929. Under this scheme, which is now followed in our schools, there are three groups for study, namely Group A, comprising English, a second language Elementary Mathematics, Elementary Science, History and Geography; Group B, comprising Manual Training, Drawing etc.; and Group C, comprising many subjects out of which one is to be selected by the student. This scheme was received with satisfaction. The only complaint against it till now has been that the syllabi in History, Geography and Elementary Science are a little heavy and that the C subject is an unnecessary burden to the young students, who have to study in addition to that as many as six subjects.

#### A NEW SCHEME

And now comes the strange part of this history. Though the scheme of 1910 was revised in the manner suggested by the Madras University, the Syndicate appointed a committee in 1931, before the revised scheme was given a fair trial and before the first examination under the scheme was held, to consider the alteration of the scheme. The committee went on with its work and at last, in consultation with the S. S. L. C. Board has evolved a scheme, which, briefly, is as follows. There are to be three compulsory subjects namely, English, a second language and Elementary Mathematics and two optional subjects to be selected out of a number of subjects. It is curious to note that History, Geography and Elementary Science are not to be studied as compulsory subjects even though the University insisted on their inclusion in Group A in the scheme of 1929.

The new scheme was placed before the Academic Council at its meeting on August 28 last for its approval and acceptance. A keen discussion took place and divergent views were put forward. The scheme placed before the Council was disapproved and an amendment to include History, Geography and Elementary Science in the A Group and to remove the C. Group in toto was passed by a majority. The result is that, according to the scheme accepted by the Council, there are to be only two groups: namely, Group A, composed of English, a second language, Elementary Mathematics, Elementary Science, History and Geography; and Group B, composed of Manual Training etc. In other words, the Academic Council is in favour of the present scheme without the C Group.

The decision so far as the needs of the University are concerned, is, in my opinion quite correct. I think that a student who has not received instruction in the six compulsory subjects in the Group A is not eligible for admission to a university course of study. To exclude subjects like History, Geography and Elementary Science from a scheme of secondary education will result in the production of badly equipped students who are likely to lower the standard of our University. The Madras University, which has all along enjoyed a reputation for high standards, has, therefore, acted wisely in rejecting the new scheme.

Regarding the abolition of Group C (Optional subjects), opinions differ. But it cannot be said that the University will suffer in any way for want of an optional subject in the school course. For the Matriculation examination conducted by the University there are only the six compulsory subjects of Group A mentioned above and no member of the University has desired a change in the curriculum prescribed for this

examination. It is thus clear that the abolition of the C Group will not adversely affect the standard of the University.

But the matter does not end here. Government have now to consider carefully in all its bearings the question whether the scheme which has now been accepted by the University will develop secondary education on healthy lines or not. It is a thorny question and ought not to be disposed of in haste. As Mr. H. Champion said at the meeting of the Academic council. "The question whether secondary education should consist only of compulsory subjects or should consist also of optional subjects is one over which controversy has been waged for many years and in many countries." Optional subjects have some advantages no doubt, but they increase the strain on our boys and girls and have so far produced no good results. At this stage stu-

dents are not able to select for themselves subjects for which they have a natural aptitude but have to be guided—rather they are misguided—in their selection by their parents, teachers or friends.

A *via media* has, therefore, to be found which will effect a happy compromise, unless it be that the University resolves to have its own entrance test for the admission of students into its sacred portals.

It is earnestly hoped that a proper solution will be arrived at before long and that, once a scheme is adopted, it will be given a fair trial before a change is thought of. There need be no hurry as the present scheme without the C Group and with a few alterations in the syllabi in Elementary Mathematics, Elementary Science, History and Geography may be worked with advantage until a better one is introduced. *Festina lente.*

---

## SCHOOLS AND PREPARATION FOR PEACE

BY

MR. D. S. GORDON,

*Assistant Professor of Education, Mysore University, Mysore.*

The horrors of the Great War of 1914-18 seemed to have entered so deeply into the soul of humanity that it looked as if men and women would never permit such a calamity to happen again. War, they said, was madness. It was a foolish and barbarous way of settling international disputes. Economically, war was unprofitable, intellectually it was devastating, and morally it was disruptive. The traditional glorification of warriors and fighting was all wrong. War was inhuman and it never did any good at any time. Such were the thoughts of all thinking people after the conclusion of the Armistice.

There were, no doubt, a few who thoughtlessly cried for vengeance upon Germany and her allies, and a few more who looked forward to material gains. These were disappointed; for as Sir Norman Angell had already predicted in his remarkable book, "The Great Illusion", the victor nations were in many respects almost as badly off as the defeated central powers. Indeed the economic and political consequences of the war have not yet worked themselves out.

But on the whole humanity appeared to be chastened. It had lost the flower of its youth, and it had gone through a harrowing experience. Formerly war had been the business of professional soldiers and sailors; now it was the business of everybody. Formerly war had been the exclusive privilege of men; but now none suffered more intense agony and underwent more

severe privations than the noble women who sacrificed their sons and husbands at the altar of Mars. Formerly war had been a matter of chivalry and personal prowess; now it was the most scientifically conducted large-scale manslaughter.

It was but natural that the realisation of these facts should make a profound impression on mankind. The last war was acclaimed as a war to end war. Leaders of public opinion said that hereafter nations must settle their quarrels in a more civilised manner, by peaceful means. Imperialistic ambitions were condemned, and it was agreed that the world must be made safe for democracy. If any single man symbolised the idealism that arose out of the ruins of the war in the most outstanding manner it was President Wilson. His famous Fourteen Points were eagerly welcomed by a tired and war-worn world, and the League of Nations was established.

But nothing is more easily liable to evaporation than idealism. Therefore, as the terrible memories of the Great War are fading away from the minds of men, with the passage of time, there is great danger of the desire for peace being weakened. Already the old war-mentality seems to be returning; already nations seem to be re-organising on the same old lines that caused the fearful conflagration. Hence, if civilisation is to survive, if mankind is to exist, it is the duty of every man and woman to

do all that is possible to prevent the relapse of the world to the old state of things.

It is in bringing about a successful termination for this fight for peace that the aid of the school is needed. Indeed the school owes an important duty to society in this matter. A new generation of young people, who know not the horrors of war, are entering its portals at the present time. It is certain that the peace of the world will depend upon what the boys and girls of to-day are going to think about social and national affairs to-morrow. Educationists say that the school is the repository of racial heritage, that it transmits the worthwhile experience of the human race from generation to generation. If this is the main function of the school, then it is clear that the teacher has a very important task on hand. Dealing as he does with the most impressionable period of human life, it is his duty to cultivate in the pupil right methods of thinking and to develop in him correct attitudes towards social and national problems.

That the school is the most powerful Agency for influencing young minds has long been recognised. Hence Church and State have always contended for control over it. But the school can use its influence for good ends or for bad. In the past politicians have unfortunately used the schools for poisoning the minds of children with hatred of other nations, and men of religion have used them for propagating contempt and intolerance of other faiths. No wonder then that the world became a welter of discord and suspicion.

The school has now to undo the harm for which it has been instrumental; and the new teacher's role in bringing about the era of peace and good-will cannot be overestimated. The teacher should no longer think of his vocation narrowly and confine

himself to imparting knowledge of the ordinary school subjects. The schools of to-day are not knowledge shops any more than the teachers of to-day are information mongers. The modern teacher is an educator, and education is more than information. Education is a way of life, and the really educated man or woman never tamely accepts the traditional outlook upon anything. So the teacher who takes himself seriously should prepare his pupils to think for themselves. He should look beyond the mere subject matter and teach boys and girls to form their own judgments in the light of knowledge.

In order to illustrate how the subjects of the school curriculum may be treated so as to achieve this objective, History may be taken as an example. School history in India is still largely a catalogue of monarchs and their wars. The heroes of peace are systematically ignored or submerged. Hardly anything is said about the progress of society, about how people lived and what ideals and aspirations they had. Again, judgments of historical personages and events are commonly accepted ready-made and second-hand from the teacher or from the text-book. And what is even worse, these judgments are frequently based upon mere prejudices and not upon the impartial examination of evidence. But if history is properly taught it can be an invaluable instrument of international sympathy and understanding.

It is clear that the foundation for world peace can be well and truly laid only upon honest and clear thinking. Recognising this basic need the League of Nations has recently established a Committee on Intellectual Co-operation for the mutual exchange of views among scholars of various nations. But the problems of social adjustment need as much honest and bold thinking as the problems of international

## INDIVIDUAL ATTENTION TO PUPILS IN SCHOOLS \*

The degree of 'Individual Attention' which a school bestows upon its pupils is the measure of its public usefulness. The school is not a market place where teachers sell knowledge to pupils according to a scheduled rate. It is an extension of the home and pupils must come to regard it as their second home. It is a well-knit compact and homogeneous community governed by rules and regulations designed for the effective and all-round training of its pupils. Every pupil who seeks his entrance into it is a member thereof during the period of his stay, be it long or short. The teachers stand to him in the position of parents, not only in name but also in reality. It is not only their duty to impart instruction to him, but also try to help him to fit into his place in the community, so that he may realise and discharge the duties and obligations that appertain to him in the school economy. It is an onerous responsibility that teachers have thus to discharge and that they can do only by obtaining an insight into the nature and the character of the individual pupil, his aptitudes, tendencies and tastes and the home influences that play upon him. Educational ideals, objectives and methods have changed in the past and will doubtless undergo transformations in the future. But in one fundamental respect, Education has not changed nor is likely to change, namely in the emphasis that it lays upon the vital relation that should subsist between the teacher and the pupil. "The very meaning of Education", wrote Sydney Smith a long while ago, "seems to us, that the old should teach the young and the wise, direct the weak; that a man who professes to instruct should get among his pupils, gain

their affections, form their inclinations and aversions". These wise words are of universal validity and applicable for all time. They are only an English rendering of the relation between the pupil and the teacher, implied in the idea of the Gurukula. It is only schools that fulfil this essential function, that can train boys for right living and useful citizenship. The idea formulated in the foregoing paragraph is an obvious truism and almost the first axiom of pedagogics. But it is one of the recurring paradoxes of life that the simpler and more elemental a truth is, the more it is neglected in actual practice and it is a lamentable fact, that in spite of the advance we have made in the direction of improving and perfecting the technique of our teaching, we have not made any systematic effort to tackle the problem of the individual pupil. We examine him periodically and pass verdict. We enforce on him the discipline of the school. These functions it is incumbent upon us to discharge. But our duties do not end there. It is not enough to fix a pupil's place on a measuring scale of intelligence or character and label him competent or incompetent, good or bad patting him on his back if he comes up to the mark and sending him to perdition if he fails to reach it. What is of more moment is to understand the needs and requirements of each pupil and try to push him from his place further up in the scale.

The critic asks, "It all looks quite well on paper. How can our schools tackle the problem? They are day schools, not residential ones. Teachers have to manage unwieldy classes, to get through a heavy curriculum. There is besides the Examination Moloch who needs to be constantly propi-

\*A paper submitted by the Masters' Association, Hindu Theological High School, Madras, to the Provincial Educational Conference at Trichinopoly and read by Mr. T. S. Subramanya Aiyar.

tiated". The difficulties mentioned are true. But it is well to bear in mind that no progress has been achieved in any direction by contemplating upon the difficulties that lie on the pathway and no reform is worth having if all the obstacles are removed and if you have only to drive your coach over a smooth road. Obstacles are intended to be overcome and our experience during the last five years has shown us that they can be overcome. It has been possible for us during this period, in spite of the handicaps that beset us, to bestow a tangible measure of individual attention to the pupils and it has been attended with exceedingly good results.

It is proposed to briefly indicate in this paper the steps that we have taken to organise the work in regard to the matter of paying individual attention. The class-master is the centre and pivot of the system. It is his duty to acquaint himself with the home conditions of his boys, to carefully note from day to day, the reactions of each pupil to the intellectual and moral environment of the school and to discover and to note the special talents of each. To facilitate his work, he is supplied at the beginning of the school year with a pocket note-book. This book in the first place serves him as a register of information regarding his pupils. Immediately after the classes are formed, the first thing that the class-master does is to take down, in his hand, the names and the addresses of the pupils in his charge with relevant particulars regarding their parents or guardians. This takes him a week at the most. By this time he acquaints himself with details as regards the home conditions of his boys. He now knows the well-to-do, the middle and the poor pupils. He further knows who live with their parents and who are under the care of guardians. He knows also the fatherless lads, the motherless boys and that most unfortunate lot, the orphans. They may seem small things, but they go

a long way to help the teacher in his understanding each individual boy, his special needs, and requirements. School-masters, more than any other, must remember the old adage, "Despise not the day of small things".

Two pages in the pocket note-book are devoted to the chronicling from time to time of the progress each pupil makes in the course of the year. The record of his impressions has necessarily to be brief, but they embody the results of his observation carried on from day to day. Whether a boy is punctual or unpunctual, industrious or lazy, intelligent or stupid, tidy or untidy, decorous or indecent in behaviour, all these are recorded in the diary and any improvement or falling off in any direction is also noted. These entries help the class-master to study the reactions of the pupils to the school environment and enable him to have a useful talk with any parent when it is felt necessary in the interests of the boy. It has often resulted in the teacher being able to diagnose the case of maladjustment and to prescribe the suitable remedy to set it right.

A good deal of the individual study of pupils that we have to carry on must necessarily deal with the nature of the response which the pupil makes to the system in which he is brought up. Our educational system, in spite of our having tinkered with it here and there, yet remains as rigid as ever, a veritable bed of Procrustes to the size of which the limbs of our youth have to be forcibly extended or ruthlessly amputated. After a prodigal waste of Educational Effort in trying to force a uniform system upon all pupils, our western brothers are trying to grade, instruct and promote children from class to class, on the basis of their varied abilities and tastes; by formulating a multiple and flexible course of studies. We are a long way from it yet. But extra-mural activities carefully planned and wisely directed provide a substi-

tute in the interval. Hence the great value and importance we attach to such activities in our school. They help the teachers to discover the special talents and aptitudes of each pupil. The little David that is inside our Pocket serves this purpose also. The class-master takes care to note them down in his note-book. He can at any time spot out the sportsmen, the singers, the orators and the budding artists in his class. Such knowledge on his part makes him hesitate to hold up a boy to ridicule, simply because he is bad at his lessons, for he has some compensating merit to his advantage which the mere book-worm cannot lay claim to. The boy on his part tries to get rid of the inferiority complex and has the satisfaction that in the eye of his class master, he is worth something after all. As Dr. William Burnham says, "The teacher's business is to see to it that every child at some time and in some way achieves a marked success". In the absence of a more elastic and flexible system of Secondary Education, extra-mural activities must fill in the gap to realise this aim.

The Pocket Note-Book, it will be thus seen, is a great aid to the individual study of pupils. It is not however to be worshipped as a fetish. It is not an end in itself, but only a means to an end. A born teacher can get himself into touch with every one of his boys with a perfectly blank note-book in his pocket. It is not necessary in his case. An incompetent teacher can produce a fictitious record by filling up every page without having made any serious effort to study his boys. The note-book in his case is only a ruse to hoodwink the Headmaster or the parent. Yet another point.

The amount of individual attention is bound to vary from pupil to pupil and there are bound to be an appreciable number of boys, who, on account of their steady progress and character need very little attention. Consequently there is no need to,

fill in the pages allotted to them. If these things are borne in mind and the average teacher makes an honest effort to study his pupils, he will find the pocket-note-book extremely useful as we have found it to be by experience.

The Pocket Note-Book is of course in the custody of the class-master. It is his personal Diary of reference as regards the details of his individual study of his pupils. The results of his study are made available to parents through reports issued four times in the course of the school year. These reports by the very nature of the case lay stress on the progress that pupils have made in their studies, because parents are keen on their boys passing examinations and the teachers are bound to satisfy their pay masters. But the reports draw the attention of the parents to other aspects that need stress, it may be the ill-health of a boy in a particular case, defects in behaviour in another, lack of interest in re-creative activities in a third, an excessive self-centredness in a fourth and so on. Several of our schools issue such reports but they can easily be developed into a matter of routine, dry, bald and colourless. These reports must not be wooden but human documents. Every attempt is therefore made to see that they bear upon them, the impress of the class-master's personal study. The Progress Sheet has a separate column for the Headmaster. There is not a single pupil of the school whom our Headmaster does not know. He knows almost every parent or guardian and with the love of the *pater familias*, he keeps a keen and vigilant watch over the career of his individual charges. He records in the column allotted to him, in his own hand in red ink, his opinions and impressions regarding each pupil and sometimes his verdict differs from that of the class-master. The work is arduous and entails on him a dozen times the labour which each individual class-master takes, but is most cheerfully under-

taken by him as the work is exceedingly to his liking. He is particularly keen when he sends out the first report. He avails himself of the opportunity to request an appreciable number of parents and guardians to interview him personally. Most of them respond to his invitation and for nearly two weeks after the issue of the Report, he has callers from early morning till late in the night. The class-master is called in during the interview if he is available or free. If not, the Headmaster himself has a heart to heart talk with each parent which in almost every case has proved highly useful to the boy concerned. Often the parent finds some other time to see the class-master to have a further useful talk with him as to the best way in which his boy can be helped.

Individual attention cannot be complete without the teacher having a first-hand knowledge of the home conditions of his boys. There is an aphorism of the teaching profession in England which says that 'Boys are always right, masters sometimes, but parents never'. The logic of it is not quite obvious and if the first part of it were true, then schools would have no legs to stand upon. The aphorism however shows that a feeling of hostility prevails between the school and the home which is good for neither. The relations however are more cordial in our country, but teachers generally hesitate to take the first step in bringing the home and the school into fruitful contact. We have established a convention in our school which makes it obligatory on the part of every class-master to pay at least two visits to the home of each pupil during the year and in several cases, we have exceeded the minimum. A first class opportunity presents itself for the class-master to go to the home of the pupil, when the latter falls ill. When the parent sees the boy's teacher coming to his house, sitting by the bed-side of the lad and making enquiries, he is deeply touched by the kind

act and the school that sends the master on this beneficent errand finds a place in his heart. Our experiences in this direction have been of the happiest. It will be evident from what has been stated in this brief sketch that a concerted effort on a definite plan is being attempted to bring the pupil into living contact with the teacher. The class-master of course studies his boys intimately, but he is able to contract a wider a circle of scholars as he takes an active part in the extra-mural work of the school which brings him into relationship with other boys that are not under his class jurisdiction. This cross division brings pupils of one class into contact with pupils of other classes in some branch of extra-mural work and keeps sectional rivalry within healthy bounds, by forging new ties. Every boy sees that his teacher is not only in *loco parentis* to him, but also his friend, philosopher and guide. Often the needy boy who is not able to pay his fees goes to his class-master who helps him or finds help for him. The backward pupil goes to the teacher for tutorial help, after or before the regular class hours and get it for the mere asking. Cases of grave delinquency have been invariably handled not by the rule of thumb, but in a spirit of sympathy and understanding, without violating the essentials of school discipline. Thus several boys have been reclaimed who otherwise would have suffered irretrievably. In such an atmosphere of sympathy and understanding, it is easy to secure the co-operation of the pupils in the common work of the school, for they are able to understand that the school serves the individual welfare of each of them and that their individual purposes can only find satisfaction in the fulfilment of the common purpose of the school. Such co-operation between the pupils and the teachers has enabled us to develop the *community* life of the school and to prepare our boys for the citizenship of the wider community

which they will enter at the end of their scholastic career. It comes most naturally to them under such conditions to love and honour the school and the teachers and a touching exhibition of their bubbling love for their *alma mater* was given by the outgoing pupils of the VI Form the other day when they got up a function without the knowledge of the teachers and invited them to attend it. They offered flowers, fruits and pansupari to the teachers who had been shepherding them all along and pupil after pupil from the fullness of his heart spoke words of warm gratitude.

The collateral result so far as the instructional side of the work goes, has been decidedly to the advantage of the pupils. An understanding of their psychology has enabled us to render them more effective teaching aid than before and parents have had every reason to feel satisfied at the good results we have been able to secure both in the class and in the Public Examinations.

We are quite aware that we have only touched the fringe of the problem. Individual attention goes to the core of education. The school occupies a position of vantage in moulding the character of the pupil. The teacher, though he plays the parent to the pupil, is in a detached position to play the role of the impartial observer, which it is impossible for the parent to assume. It is open to him to study the causes that lie at the root of the pupil's behaviour and conduct, not only within the class-room but also outside it, and to try to utilise every factor that helps him to bring about wholesome conditions and to remove those that block progress. Our educational magazines in recent years have devoted considerable space to the study of what are known as problem children in western countries where educational enthusiasts stint neither time nor money in going to the root of the matter by studying each in-

dividual case with commendable assiduity and devotion. But they seem to lay far more stress on physical, psychological and psychiatric factors than on the supreme factor imbedded in the souls of the members of the teaching profession for the betterment of their alumni. The Headmasters of our Secondary Schools hold the key position in the matter. It lies with them to give the needed momentum. Our school has been exceptionally fortunate in this respect in recent years. It has had during the past quinquennium the advantage of the inspiring and wise leadership of its good and esteemed head. He has infected his colleagues with his own enthusiasm for work and passion for the evolution of a new order. The school has therefore been able to progress in several useful directions. There is ample scope even within the ambit of the present system to bring out changes so as to gradually transform it into an effective instrument of National Education. Such reform must be many-sided and is rendered easier if under proper leadership each school specialises in particular branches. The intellectual and moral resources of the members of the profession need to be pooled and husbanded so as to enable them to render the maximum of educational training to the younger generation and thus earn their undying gratitude and respect which is more precious than pay, prospects and promotion. The platform of the Provincial Educational Conference is the proper place where possibilities of reform in specific directions may be explored and experiments conducted by individual schools can be made known and discussed in a constructive spirit in an atmosphere of friendliness and sympathetic understanding so that they may be improved or altered or amended by the united wisdom of the members of our profession. It is with that aim in view that this paper is submitted in all humility and in a chastened spirit for the consideration of the Conference.

## THE BACKWARD CHILD \*

BY

MR. CYRIL BURT, M.A., D.S.C.,

During the school age a problem which often causes anxiety to the parent is the child's backwardness in the ordinary educational subjects. Too often they think only of two possible causes; they fear that their child must be mentally deficient, or they leap to the conclusion that he is simply lazy. A few blame the teachers; the majority blame the child. The curious assumption that once inspired our classroom organization still seems accepted by the majority of parents, namely, that every child is born into the world with a normal ration of intelligence, and that if he does not come up to the ordinary standard, then not nature or heredity but some human being is at fault—possibly the schoolmaster, more probably the pupil.

### WHAT IS BACKWARDNESS?

What, however, do we mean by backwardness? The child who is but a year below the level of his fellows can be reasonably dealt with by being left in a class which is one year below that which is normal for his age. If he is backward by two years or more, then the problem becomes serious. It is important, however, to realize that the standard which is accepted at one school may not be accepted at another. A child who comes from professional classes may seem a dunce as compared with his brothers, and two or three years backward when he goes to a preparatory school; yet had he come from a poorer district and attended an ordinary elementary school he might actually rank among the brightest of his age.

It must be realized, therefore, that normal ability differs considerably from one social class to another; and that between the definitely defective, on the one side, and the average lad, on the other, there lies every conceivable shade and gradation. This makes it a little difficult to draw definite lines of demarcation, or to define the backward child in any precise terms. Let us, however, accept the suggestion put forward in the Board of Education's *Handbook for Teachers*, namely, that a child who is two or more years backward by the middle of his school career should be regarded as in need of special provision. With this definition as a basis, surveys of the whole school population from various areas show that, on an average, the backward amount to 10 per cent. One child in ten, therefore, is backward in this sense.

Now backwardness is only a symptom; and to rest content with palliating symptoms by a little extra pressure here, a little extra coaching there, is as disastrous in the school as it would be in the hospital. It is like sending a feverish patient into the snow in the hope of getting him cool. With mental disability as with physical, we must find and fight not symptoms but causes.

For the parent, therefore, the first question to be asked is this: What is making my child backward?

### POVERTY AND BACKWARDNESS

Studies of actual causes reveal that innumerable causes may be at work—differing in different instances. Some years ago a geographical study was made of the in-

\*Reprinted from *Parents and Children* supplement to *The New Era in Home and School*, Vol. I., No. 9, June 1933.

cidence of backwardness in the various districts of London. From one area to another the proportion changed enormously. In the better districts, such as Hampstead, Lewisham, and Dulwich, the figure sank to less than 1 per cent. In the East End and the low-lying parts just south of the river, it rose to over 20 per cent. It was instructive to compare the educational map with Charles Booth's map showing the distribution of poverty in London. On setting the two side by side, a striking correspondence was revealed. Where Charles Booth had blackened the streets to show the haunts of crime or tinted them blue to mark the hovels of the poor, there our map showed the highest proportion of backward and defective children. There can, therefore, be no doubt that poverty and backwardness are intimately associated.

But it would hardly be fair to conclude that poverty is an invariable cause. A bare smattering of history and biography is sufficient to refute that simple induction. Bunyan, the tinker, Faraday, the blacksmith's son, Burns, Cook and Biotto, all sons of peasants, d'Alembert, the foundling picked up one Christmas night on the steps of a Parisian church—these and many others rose to the loftiest intellectual eminence from the lowliest social spheres. The slums of our big cities contain many geniuses, some of whom gain, more of whom merit but fail to gain, scholarships to secondary schools and universities. Stupidity, then, is not an inevitable result of poverty, though poverty is its commonest concomitant. To reveal how precisely the two interact, a minuter analysis is needed. Is it the lowest stocks that gravitate to the slums, and there perpetuate and even aggravate the bad environment that they find? Or is it the underfeeding and the over-crowding that devitalize the mind? And, if they devitalize some minds, how is it they leave others unimpaired?

5

Accordingly, to discover the more immediate causes, a number of cases of school backwardness have been intensively analysed. An attempt has been made to discover which are the chief factors at work and how those factors operate.

#### THE CAUSES, COMPLEX AND VARIED

It appears at once that backwardness is a highly complex resultant, attributable to a variety and usually to a multiplicity of causes. It is this plurality of causes that stultifies the simple rough-and-ready remedies to which the parent or the teacher usually turns. It is not the last straw, it is the accumulation of straws, that breaks the camel's back. We must unload every one. Too often the first explanation to suggest itself is treated as the last word to be said. We snatch at a probable cause; we treat it as the only cause; we successfully remove that cause; and still the child remains backward. Then in despair we conclude he must be mentally deficient.

One day I was asked to examine a boy who had recently been promoted to the senior school at the age of eight. It was found that he was unable to read or to work the simplest sums in addition. At first it was thought that the cause was simply deafness. He was tested with the usual whispering tests; and it certainly appeared that occasionally his hearing was below normal. This however, was chiefly due to the coughs and colds to which he was subject; and a few months' treatment seemed to remove the difficulty. But he still remained backward.

Presently an aunt appeared and described a feverish illness attended by delirium which the boy had had while staying in the country. The headmaster suspected brain fever; and, as the boy seemed delicate and now admitted occasional headaches, he was sent to an open-air class and put on milk and tonics. Head and health improved; but

the boy's mind remained as dull as before. Now the mother came forward to say that there was insanity in the family; and it was suggested that the boy should be removed to a special school or institution as mentally defective. In this way he was brought to my notice.

A little psychological testing was sufficient to show quite clearly that in actual intelligence the boy was scarcely backward at all. He had, however, a poor auditory memory; that is to say, he did not easily remember things that he had merely heard in class. Apart from this his mental capacities were practically normal. A few further inquiries left little doubt that the original illness had been a mild form of scarlet fever. During the critical months when the boy should have been learning to read, the infection had kept him from school, and left not only his hearing but also his health impaired.

Here were a large number of factors which had to be dealt with. To begin with, the boy's mother was given advice on everyday problems of general hygiene with a view to improving the boy's physical fitness and particularly to dealing with his recurrent colds and coughs. Both teachers and parents were instructed to keep a vigilant watch for the variation which the boy showed in bodily and mental condition. In the classroom he was given a spell of individual treatment—reading lessons chiefly along the lines of the look-and-say method, extra drill in tables to supplement his bad memory, special exercises and games intended to arouse his interest in formal work and to enable him to see its bearing on practical and concrete problems. For collective work he was placed in the front row, so that his deafness and shyness would not be a handicap. His other slight nervous symptoms were dealt with along systematic lines; and for twelve months he was kept under unobtrusive supervision. He rapidly improved; and ultimately, at the age of 11½, he was doing well in Standard VI.

#### PHYSICAL CONDITION

In every case, a small intensive research of this kind is requisite to explore all the possible factors that are hindering the child's progress at school. The child's physical condition will be the first concern. Here as a rule it is found that serious diseases such as pneumonia or rheumatic fever are, from the standpoint of educational progress, of comparatively minor importance. The ailments are generally of a much milder type such as the family physician will frequently overlook. There may be defects of the special senses—of hearing, of vision, of the muscle sense; and these again may be defects so slight as to be detected only by a specialist. Defects in movement may be equally important—squinting, stammering, left-handedness, or a general clumsiness of the neuro-muscular apparatus.

#### MENTAL DIFFICULTIES

The physical drawbacks are seldom the only cause. Nearly always they co-operate with some underlying defect in the child's mentality. Here the application of standardised tests is of the greatest value. A mother who is dissatisfied with her child's progress may easily learn to apply simple tests of reading, writing, and arithmetic, and of general intelligence. For accurate results, a special training is undoubtedly necessary; but an observant parent may learn a good deal by trying over such tests with the child, perhaps in the form of a simple game.

It is important to distinguish a backwardness in general intelligence from a backwardness in acquired attainments. The former is due to an innate condition that can hardly be remedied. The latter may be due to something quite accidental, and therefore is, in theory at least, curable. A child, however who is perfectly normal in general intelligence may suffer from a weakness in some specialized capacity—in memory, imagination, or the like. This is a far harder

thing to discover, and usually needs the technical devices of a trained psychologist. But once more a parent with a background of psychological knowledge may make useful observations which will be of great help to the psychologist when he makes his first examination.

#### DIFFICULTIES OF TEMPERAMENT

Temperamental conditions are no less important. Intellectual progress does not depend entirely on intellectual capacity. Some children are temperamentally dull, unemotional and apathetic. Nothing seems to arouse their interest or their energy. Others have too much energy and are over-excitable. The most obvious are those demonstrative, unrepressed creatures, whose fidgetiness, restlessness, and general impulsive behaviour, give so much trouble in the home. Here patience, tolerance, and an understanding of the general psychology of children may be particularly helpful. Too much restraint will do more harm than good. Merely talking to the child is generally useless, punishment worse still; but over-indulgence is almost as dangerous, and the real need is for a treatment which should be firm, sympathetic, and above all consistent.

Perhaps the most difficult cases of all are those where the emotions are not outwardly displayed but inwardly repressed. On the surface, the child may seem to be reserved and unemotional. Inwardly he may be highly-sensitive, drifting slowly towards a nervous breakdown.

#### POINTS FOR PARENTS TO REMEMBER

##### BACKWARD CHILD

1. Before you make up your mind that your child is backward, be sure that you are not judging him by the standard of clever, brothers, sisters, or friends. Each child

##### LAZINESS

Laziness is often a measure of self-protection. The lazy child should not be reproached for his indolence until some effort has been made to discover what makes him lazy. Often such children can best be dealt with by arousing natural interests which will give the work in the classroom a meaning and a significance outside Toys—all these may be carefully selected and arranged so as to form, not merely a change from the work in school, but a supplementary means of enlightenment which will reveal to the child the practical value of intellectual work for his ordinary everyday life.

Above all, it must be remembered that educational progress is not the only thing for which the child exists. The teacher naturally thinks first of the school and its duties; and therefore perhaps is professionally prone to regard the boy who fails in school as a failure all round. Sometimes the psychologist is compelled to call upon the parent not only to co-operate with the school but even at times to correct the narrowed view of life towards which the school is at times too liable.

In every case, it should be realized that the machinery of the mind is as delicate and as complex as the machinery of a motor-car or an aeroplane. Mere common-sense may not be enough. Hence in serious cases the parent should never hesitate to call in the advice of an expert specially trained in modern psychology and equipped with first-hand experience in the management of the problem child.

has his own individual gifts, and the boy who is behind with his lessons may be very good at practical work.

2. There is a great difference between backwardness in general intelligence and

backwardness in school subjects. The first is much more difficult to deal with, while the second may only be temporary difficulty which can be easily cured.

3. In any case, it is useless to try and cure backwardness without understanding its causes. There may be many factors at work, and it is not enough to tinker with the obvious one.

4. Backwardness may have many causes:

(a) It may be caused by some slight physical defect; poor hearing or sight, or the after effects of some illness.

(b) It may be due to some mental difficulty which can probably be overcome; the child's memory may be bad or his imagination weak.

(c) It may be caused by some psychological difficulty which hampers the child in his work and general development; the child may be over-excitable or he may suffer from anxiety and nervousness.

5. Laziness is often treated as the cause of backwardness; but it is quite often a measure of self-protection.

6. Undue pressure or scolding from parents and teachers will never cure backwardness and will almost certainly aggravate it. If the child is two or more years behind other children of his age, parents should consult a trained psychologist. He will be able to discover the real cause and suggest a line of treatment which may overcome it and help the child to develop all the ability he does possess.

(*New Era*, June 1933.)

#### FEAR AND ANXIETY

1. We cannot completely eliminate anxiety and fear from our children's lives, but we must strive to enable our children to develop so that they are not mastered by anxiety or fear.

2. Anxiety in the parent may be transmitted to the child without either being aware of it.

3. Anxiety is caused by uncertainty; it persists until the things which are not known and understood become known and understood. Therefore, a truthful explanation of the facts which puzzle them should always be given to children so that they may have a background of security.

4. Fear cannot be banished entirely from children's lives for it is a natural reaction connected with the instinct for self-preservation.

5. Fear should always be acknowledged and not hidden, and children's fears should never be ridiculed or punished.

6. Fear of the parents established in early childhood may make comradeship impossible in later life.

7. Feelings of guilt are often closely associated with anxiety and fear that the parents will cease to love the child.

8. Anxiety and fear are often aroused in the early years of childhood because the child experiences the displeasure of his parents before he is able to understand what they require of him.

9. The anxious child is often tense and jumpy—or he may compensate for his anxiety by being over-courageous.

10. Parents should be careful to see that their children have a background of security, that their fears are treated with sympathy and that scoldings or criticisms likely to arouse feelings of guilt are avoided. In cases where children are carefully over-powered by their anxiety and fear, the advice of a psychologist should always be sought.

(From the *New Era*, July 1933).

## THE CONTRACT AT WORK IN SCHOOLS

### UNCERTAIN LOT OF TEACHERS

The Secretary, South India Teachers' Union Vigilance Committee, writes to us from Trichinopoly:—

Under Appendix 28 of the Madras Educational Rules, it is obligatory since 1930 on all aided schools in the province for managements to enter into a service contract with teachers. This obligation has been observed by some managers, while some schools have still not satisfied departmental recognition rules yet by instituting the contract. This breach of departmental regulations is a matter between managements and the Department. But in the case of schools which have instituted the contract, there are in some schools written and unwritten service rules, worked at the will of the employers to which teachers are a party or are victims out of necessity. A public enquiry is bound to create evidence in favour of this contention at least *in camera*, provided the Department protect employees who will give evidence. The operation of such contracts has revealed and is revealing an arbitrary and high handed treatment of teachers by the employers under the letter of the contract, resulting in teachers' summary dismissal or termination without cause, or termination on unproved charges. Sir P. S. Sivaswami Aiyar, an enlightened manager, contends that there is remedy for teachers through the Department. While agreeing that the Department sometimes orders a departmental enquiry and thus is seized of disputes arising out of the contract, if brought to its knowledge, material is available to show, if a legislative enquiry is instituted, that a Departmental enquiry does not tend to be a judicial enquiry and it leads to de-

partmental *cum* school authorities joining hands against the teacher who is obliged to go to the wall. In recent years, the failure of the Department to come to the timely aid of teachers in distress has been responsible for teachers resorting to law courts to seek redress, even at the cost of money, law's delays, and possible miscarriage of justice. The absence of a departmental policy and machinery in the matter of settling disputes arising out of the operation of the contract is a great handicap to teachers, apart from its diverting the teacher from the pursuit of his teaching, to the pursuit of his struggle to exist.

Here is a case of summary termination under clause 7 of the contract where one Mr. P. Sundaresa Aiyar, B.A., L.T., has been sent out by the Tanjore Kalyanasundaram High School authorities. The authorities have terminated the teacher's service abruptly without notice but on the strength of some charges alleged by the governing body. The teacher pleads not guilty and is prepared to vindicate his position before the Department and in the eye of law. He has applied for departmental enquiry and the Department has merely passed on his petition back to the authorities. The result is awaited with interest by the S. I. T. U. Vigilance Committee.

The moral of the contract at work is obvious to teachers and the S. I. T. U. would like to know:—

1. Whether Government will put teachers under a service code through a bill, instead of a contract, defining beyond dispute obligations of employers and employees;
2. Whether the Department would enforce the contract, call for reports on its

working on its own initiative and render disputes impossible as a matter of routine.

3. Whether managements would abandon the Kangani ideal and treat teachers as partners in the management of schools;

4. Whether teachers are prepared to expose, at their risk the continuing vagaries of their employers, while discharging their duties aright.

5. Whether the public would endanger harmony in schools and the educational welfare of their children by jeopardising the teachers' peace of mind and work in peace; and

6. Whether legislators would take up questions like these and move in this matter for the educational well-being of the land.

---

## DEFENCE FUND

---

### A DONATION

---

A Teacher who chooses to remain

Anonymous, Rs. 10.

# HOW EFFICIENT ARE YOU?

|   | Per Cent. |
|---|-----------|
| <b>(a) Physical :</b>   |           |
| 1. Have you learned how to get well and keep well?  | .....     |
| 2. Have you discovered which foods, baths and exercises increase your energy and heighten your mentality? | .....     |
| 3. Is your sleep long, dreamless and refreshing with your sleeping room perfectly ventilated?             | .....     |
| 4. Do you eat slowly, moderately, regularly?  | .....     |
| 5. Is all your clothing made loose, to allow blood and nerves free play?                                  | .....     |
| 6. Can you relax entirely in your leisure hours?  | .....     |
| 7. Are you complete master of your bodily instincts and appetites?  | .....     |
| <b>(b) Vocational :</b>   |           |
| 8. Do you like your work?   | .....     |
| 9. Have you learned the best, quickest and easiest way of doing it?                                       | .....     |
| 10. Do you work harder than anybody else in the institution?  | .....     |
| 11. Are you saving money systematically?  | .....     |
| <b>(c) Social :</b>   |           |
| 12. Are you tactful, sympathetic, courteous?  | .....     |
| 13. Do you wish your colleagues well and never speak ill of them?   | .....     |
| 14. Have you a great love in your life to steady, cheer & empower you?                                    | .....     |
| 15. Are you unhampered by caste, racial or communal thoughts?   | .....     |
| 16. Do you enjoy association with little children?  | .....     |
| <b>(d) Mental :</b>   |           |
| 17. Do you know where your greatest power lies?   | .....     |
| 18. Have you a fixed goal in line with your supreme talent?   | .....     |
| 19. Do you realize which of your habits, thoughts or emotions make you inefficient?                       | .....     |
| 20. Are you independent, fearless, positive?  | .....     |
| 21. Have you learned the science of planning your day ahead?  | .....     |
| 22. Do you enjoy art, music, literature?  | .....     |
| <b>(e) General :</b>  |           |
| 23. Can you be optimistic under all circumstances?  | .....     |
| 24. Are you correcting your known weaknesses; mental, financial, social or spiritual?                     | .....     |
| 25. Do you systematically draw spiritual power from communion with God?                                   | .....     |

Total  
Divide by 25 25 (%)

**NOTE.—**Put your percentage after each question, add and divide by 25, and find how efficient you are! Check up with a truthful friend!

The above is an efficiency score card, prepared by the Training School, Pasumalai. Will you answer and find out your efficiency rating? It may be surprising! [Ed.—S. I. T.]

## FROM OUR ASSOCIATIONS

### TANJORE DT. TEACHERS' GUILD

#### Reports of Sub-Committees

##### 1. SCIENCE COMMITTEE

This sub-committee welcomes the issue of question papers by the Department in Science subjects, namely, Elementary Science (A. Group), Physics, Chemistry, Botany, etc. (C. Group), and feels that the basic principles involved in the new type questions are quite sound. At the same time it begs leave to point out certain defects which have to be removed if the papers should be more acceptable.

###### ELEMENTARY SCIENCE—A GROUP

(a) *Undue importance to Chemistry.*—The syllabus in Physics covers a much wider range of subjects, in preliminary portions, heat light, sound, magnetism and electricity, and, as is well known, its teaching is spread over two years (forms V and VI) whereas the Chemistry syllabus is far too light in comparison, and can be covered in less than a fourth of the total time required for the Physics portion. Hence it is unfair to set equal number of questions in Physics and Chemistry as is being done since the inauguration of the new scheme and followed in the specimen paper as well. For the same reasons, marks allotted for Physics should not be made equal, but Physics should carry more marks. The sub-committee is distinctly against the weightage now given to Chemistry.

(b) *Dull uniformity in the distribution of marks.*—Each question in the specimen paper in section I is made to carry  $1\frac{1}{2}$  marks. There are certain questions which require some thinking. There are those which can be answered in a line or two, nay, sometimes by the simple yes or no. There are, again, sketches requiring skill and taking time. It is therefore not fair to distribute the marks equally. Marks should be assigned according to the nature of the answer required. Such fractions as  $\frac{1}{4}$ ,  $1\frac{1}{3}$ , etc., should not be assigned for each question as it is very difficult to award marks with a maximum involving such minute fractions.

(c) *No scope for choice in Section I.*—The entire absence of choice is a real handicap, as, in the face of the rather heavy syllabus, it is not

fair to expect all the boys to be thorough with the entire portion. In the Natural Science Section, five questions have been set of which three have to be answered. A similar scope for choice should be given in the Physical Science Section also; if three out of five be considered too wide a range, three out of four would be quite fair. The step-motherly treatment accorded to Section I has no justification in principle or policy.

(d) *Physiology to be given greater importance in Section II.*—In the Natural Science portion, 9 questions are now required to be answered, three in each of the three sciences, and the marks have been distributed into 4 and  $2\frac{1}{3}$ , 4 and  $1\frac{1}{3}$ . But, in view of the comparatively wide range of the syllabus in Physiology including, as it does, Hygiene, Bacteriology and First Aid, as well as of the natural interest and importance which it commands, four questions instead of three as at present may be asked in Physiology, three in Plant Life and three in Animal Life and fractional marks be avoided.

(e) *The number of questions is too many.*—In section I, the pupils are required to answer 20 questions in Physics, 20 in Chemistry, and in Section II, 9 questions in Natural Science subjects. The total number of questions which boys have to answer thus comes to 49. Even though only short and pointed answers are expected, the questions are too many to be satisfactorily answered within the time allotted. It is therefore suggested that the number 49 be reduced to 35 which would be a fair number for reasons set forth above and it will be a fair test if pupils are made to answer 15 questions in Physics, 10 in Chemistry and 10 in Natural Science subjects.

(f) *Questions not strictly confined to the syllabus.*—The sub-committee further begs leave to draw the attention of the Department to the fact that the syllabus, such as it is, should be kept in view by the examiners in framing the questions. Questions, such as 2, 14 in part I, Section I, 14 in part 2, Section II, 4 in part 2, Section II are no doubt interesting and useful, but they do transgress the syllabus. A transgression in one case may serve as a precedent for further and more transgressions, which would baffle the poor teachers who try to teach faithfully what is contained in and contemplated by the syllabus as they will have no proper guidance as to what more to teach,

and where to stop. Hence, in the interest of the teachers and the taught, it is absolutely necessary that examiners should strictly confine themselves to the syllabus in the setting of questions, as the present syllabus is sufficiently comprehensive.

### C. GROUP SCIENCE SUBJECTS

With regard to the C. Group Science subjects, Physics, Chemistry, etc., the sub-committee has the same general remarks to offer as for Group A. Elementary Science, and, in addition thereto, the following:—(a) 54 questions in Physics (Theory) are too numerous indeed. 30 questions will be a fair test of which 20 may be as found in the specimen paper and 10 so as to require slightly bigger answers mainly bearing on sketches and descriptions of experiments.

(b) Here again, the syllabus should be rigidly kept in view, so that questions like 12, 20 and 54 may not find a place in the question paper.

(c) The wording of the questions should be clear and unambiguous. Such a question as No. 2 in Botany Theory "Name the food materials present in bean-seed, paddy grain and cocoanut" is vague and likely to confound the examinee, as almost every food material is present in each in some proportion or other. The predominance by proportion of any food material present may be specifically asked for.

In conclusion, the sub-committee is of opinion that the new departures made in testing the knowledge of pupils will serve the purpose quite well, if the defects pointed out above be removed in the light of the suggestions made herein, as otherwise the examinees will be subject to severe handicaps.

### 2. GEOGRAPHY COMMITTEE

The Committee considered the following points:—

- (a) Whether the type of questions was suitable.
- (b) Whether the time allotted was sufficient.
- (c) Whether any new type of questions may be included.

With regard to (a) the members agree that the type is suitable for the standard. As for (b) it is felt that the time is too short. Either the questions may be reduced by 1/3 or 1½ hours may be allotted. Regarding (c) the Committee is of opinion that more questions bearing on the study of climate and climatic data may be set. e.g. (1) Drawing inferences from given temperature and rainfall statistics, which bear on broad principles as continental and oceanic climates, rain-shadow and windward regions.

Another type of questions on the importance of modern towns and their development (the towns being given) may be set.

The Committee wishes to make the following observations regarding individual questions. Questions (3), 6 (b) and (c), 7, 10, 11, 12, may stand as they are.

Q. I. In addition to 'crosses' to represent mountains, two parallel lines may be drawn, for, of a group of mountains situated close to each other (Kuenlum, Nai shan, Karagoram or the ranges of the Alps), it may not be easy to mark exactly one. If circles are put down to represent rivers, and the course not marked, it will be almost impossible to name the rivers. A knowledge of Provinces or states in India may be expected but if a province of Siberia, or a state of the U. S. A. be required it is clearly outside the syllabus.

Q. II. (b) The word 'shortest' or any other epithet will make the question admissible of only one answer. Now two answers both right, may be given. The marking of calling stations is not expected and it must be made clear.

(c) The marking stations on the route is not probably expected. If it is, it must be made clear.

Q. IV. Honkong, Victoria, Manar, answer to more than one Geographical terms. So direct questions like 'Give example of—(Geographical terms)', will be better.

Q. V. As it is, it is vague. The question be recast as 'What conditions of soil, heat and water-supply determine grassland, forest and desert?'

Q. VI. (a) It is vague. It is not clear whether 'evergreen', 'ripening in summer' or 'long roots, thick bark, hairy leaves' is expected.

Q. VIII. This tests the knowledge of minor details, as of the provinces of a country, e.g. Zechwar, and Nejd. Moreover 'Zechwar' is primarily noted for silk rearing is not in the list of occupations given. For Kenya, 'rice growing' coffee growing and (recently) ostrich farming may be given as important occupations. So either the names of major regions or (provinces in India) may be given and the boys asked to cite the important occupation of the people or, occupations be given and countries asked in continents or parts of continents.) Countries and occupation may be so selected as not to admit of doubtful answers or guesss work.

Q. IX. Even supposing this type is restricted to 'India', it is beyond the syllabus. 'Iron ore' is not known to be imported into South India from outside countries. Though some ore may be imported, it is so insignificant that it is not mentioned in any recommended text book. Questions only on

prominent imports pertaining to the whole of India may be asked.

Q. XIII. This is a lottery question. Even the very ignorant can score some mark by blind work, no reasons for the answer being required. So the boys may be asked to amend the wrong statements suitably. This will not take much time, an alteration in a word or phrase will make the statements correct. Then only the intelligent answer will be known for mere guessing. One more mark may then be given and the same deducted from that assigned to. Q. I

#### 'C' GROUP GEOGRAPHY

This is a good test paper. The time allotted is sufficient. The types of question are suitable.

On going through the questions, one after another the Committeee is of opinion that all questions except I (d) and 3 are clear and admit of definite answers. In I (d) only one answer is admissible namely 'the air route from Cairo to Basra'. (Via) Bagdad. Therefore the suggestion of change of mode of transport will be misleading.

In regard to question (3), unless the contour map is given, it will be impossible to answer it.

#### 3. HISTORY COMMITTEE

##### I. GENERAL.

While subscribing to the general principle underlying the new type of questions, the sub-committee are of opinion that at least 25% of the questions may be on comprehensive lines on the existing model. Answers to the questions as set forth in the model paper are likely to create a tendency for a scrappy knowledge on the part of the pupils. For example, historical movements, careers of great men, important wars and elements of constitutional development like the growth of party system and cabinet Government require a more connected and fuller treatment ranging over a distance of time. The topics do not lend themselves to piece-meal treatment. On the other hand, historical studies imply a clear, full and comprehensive knowledge of men and events.

##### II. 'A' GROUP HISTORY.

With regard to 'A' Group History, the Subcommittee are of opinion that the element of choice must necessarily be introduced, for the field is so vast both in the History of England and that of India that a few questions here and there will prove a real hardship to the poor boys. Questions covering all periods of history with an amount of choice will be advantageous to pupils.

##### PART. (SPECIMEN QUESTION PAPER).

Q. I.—(1) To the standard.

(2) This touches but a bit of a topic of ordinary length and as such it is rather hard for a boy to write a paragraph on it alone.

Q. II.—(1) To the standard.

(2) Boys will be able to write a few sentences on the reforms of Henry II but they with a mere knowledge of outlines may not be able to distinguish reforms in Law Courts alone as such.

G—(1) The cause of the failure of the Peasants' Revolt form rather a minor point; the boys may not have bestowed sufficient attention.

(2)                    Alright.

Q. IV.—(1)            Do.

(2)                    Do.

(3) Questions on plans of battles may conveniently be avoided.

##### PART II. (QUESTION)

I—(1) As in sub-section 2 of Q. II, Part I, boys may not be able in particular to single out Asoka's inscription on right conduct alone, though they may mean either 'origin' or 'greatness'. Such ambiguity in questions should be avoided.

II—(1)                    Alright.

(2)                    Do.

III—(1) The question may be more direct. It may run thus. 'How did Akbar make himself friendly with the Rajput?'

(2) To the standard.

(3)                    Do.

IV—(1)                    Do.

(2)                    Do.

#### 'C' HISTORY (PART I)

The sub-committee are of opinion that the questions in 'C' History are generally up to the standard except the following:—Q. IV—(1) This question is of an elaborate nature and has a more direct bearing on European History than on the History of England.

##### PART II.

In (2) of Q. I, the reform in regard to Mansab-dars alone is too small a point to catch the eye of the students.

Q. IV. (1) The question on improvements in painting and architecture is certainly too much for the S. S. L. C. pupils.

#### 4. MATHEMATICS COMMITTEE.

##### ELEMENTARY MATHEMATICS:

(1) The question paper is a move in the right direction, in as much as questions involving bullock-work are conspicuous by their absence; but the paper is very long, and the number of questions should be reduced.

(2) Question 12, should find a place in Algebra and Geometry.

(3) To get into the groove of the reformed lines, schools should be given time, and the paper of the new type may commence from form IV this

year, and taken higher up so that the pupils of S. S. L. C. 1936 will be the first batch to be questioned according to this model.

#### ALGEBRA AND GEOMETRY.

(A) Points (1) and (3) about Elementary Mathematics apply also to Algebra and Geometry.

(B) The number of questions in each part should be reduced.

(C) Questions 14 and 15 may either be couched in more unambiguous terms or be safely omitted.

In conclusion it is strongly urged that the new method of testing may come into force in the S. S. L. C. Public Examination only from 1936.

#### SOUTH ARCOT

##### *A Music Festival at Cuddalore*

The above Festival, organised by M. R.R.Y T. V. Apparasundara Mudaliar Avl., M.A. L.T., Ed. LEEDS, P. B. E. E. London, District Educational Officer, South Arcot, was celebrated with great eclat and splendour, on Saturday the 16th instant under the distinguished presidency of M.R.R.Y. Rao Bahadur, K. C. Manavedan Rajah Avl., Collector and District Magistrate, South Arcot. The hall was packed to the full. About 700 visitors including about 200 ladies graced the occasion with their kind presence. Prominent among those present were Mrs. Manavedan Rajah with her two daughters, Mr. and Mrs. K. S. Rajagopal Thampan, Mr. and Mrs. Thimmappa Punja with their daughters, Sister R. S. Subbalakshmi Annal, Mr. and Mrs. T. R. Rangaswamy Ayyangar, and almost all the Gazetted and local Officers and Advocates with their wives and children.

The President, on arrival, was presented a Guard of Honour, by the Rovers attached to the Government Training School for masters, Cuddalore. After the Prayer Song by Mr. P. S. Venkataramana Rao of the Government Training School, Cuddalore, the select competitors numbering 26, including all girls from the various parts of the District, gave the best of their vocal and instrumental music, Certificates of merit were awarded to 11 girls and to the first best three among the male teacher and pupil competitors. It is highly gratifying to note that Mrs. Annamal, Proprietrix of Messrs. C. Somoo Moodelly and Co., Madras, munificently presented all the girl competitors and the successful candidates with suitable prizes at her own cost.

Vidwan Mr. Natesa Ayyar of Nellore entertained the audience with his fine and admirable vocal music. This was followed by a thrilling Veena performance by Mr. Gomati Sankara Aiyar of the Music College of the Annamalai University accompanied by his brother (Violinist) which was highly

appreciated by the entire audience. Next, Mr. P. S. Venkataramana Rao gave his enchanting performance on Flute.

The occasional comic shows presented by Mr. Desikachary, a teacher under the Villupuram Taluk Board, kept the audience in reels of laughter.

The President rising amidst loud cheers congratulated M.R.R.Y. T. V. Apparasundara Mudaliar Avl., the District Educational Officer, on the excellent and novel idea in organising this festival, the first of its kind not only in this district, but also in the whole of the Presidency. He was glad to note that Music, in consonance with the proverb "Music is the Soul of Life" is really receiving an inseparably equal attention in the Academic Education of the District, and illustrated his statement by observing that Sahitya and Sangitha together help the human being towards the attainment of "Purushartha", the final and noble Spiritual Salvation.

Mr. T. V. Apparasundara Mudaliar thanked the President in most suitable terms for the kindness with which he presided over the elaborate function, and the others also for their kind response to his invitation.

Mr. T. R. Chakrapani Ayyangar, Government Pleader and Public Prosecutor, Cuddalore, delivered a felicitous speech in Tamil, thanking the District Educational Officer, for his having most successfully got up the function, and Mrs. Annamal, for her kind presents.

The function was brought to a happy close by the singing of the "National Anthem" by the Girl Pupils of Mr. Veena Varadhyaya's Sangitha Vidyasala, Munjakuppam.

#### TEACHER-PARENT ASSOCIATION, PASUMALAI SCHOOLS

In connection with the recent Anniversary celebrations of the Pasumalai Schools and the visit of the Hon. Dewan Bahadur S. Kumaraswamy Reddiar Avergal, Minister of Education, Government of Madras, the parents of all the students of the High and Training Schools were notified that 14th September will be observed as 'Parents' Day'. About sixty parents responded to the invitations. During that day they visited the various class rooms, where up-to-date methods of teaching were followed, the school farm, swimming pool, manual training classes, laboratories and hostels, etc., which were open for their inspection throughout the day. The parents who had come from a distance had their noon and night meals with their sons in the various hostels.

Owing to the sudden illness of the Hon. Minister, he could not be present at the Washburn Hall at 5 p.m., when the Teacher-Parent Association was inaugurated. Those assembled, however, voted unanimously that the Hon. Dewan Bahadur S. Kumaraswami Reddiar should be requested to be the Patron of the Association. Mr. Peter Isaac, B.A., L.T., an old boy of Pasumalai, and retired Vice-Principal of the American College, Madura, was voted to the chair. Rev. G. P. James, Headmaster of the High School, Pasumalai, explained the purpose of the meeting and pointed out the great need for an Association of the kind for bridging the gulf between home and school so as to secure the joint responsibility of parents and teachers in the all round education of the school boys who would be the citizens of the future.

M.R.Ry. P. R. Rangaswamy Aiyar Avl., retired Tahsildar, an old boy of the school and a parent, formally proposed in a brief speech that such an Association be formed. M.R.Ry. Bupathi Pillai Avl., Deputy Registrar of Co-operative Societies and another parent seconded the proposition with a short and sweet speech. The proposal was voted by acclamation.

On the motion of Mr. S. Bernard, Headmaster of the Training School, Pasumalai, a committee was formed to frame a constitution for the Association to be considered at the next meeting of the Association. We wish the Association a long life of usefulness and prosperity in the cause of sound education in this land. With the singing of a song specially composed for the occasion by an old boy and the National Anthem the function terminated.

G. P. JAMES.

---

MADURA DISTRICT HEADMASTERS' ASSOCIATION

The sixth meeting of the Headmasters' Association was held at Usilampatti on Saturday the 16th Sept. 1933 at 9-30 A.M.

Present:—Revds. Father Santhapan, Father Amalorpavam, G. P. James, Messrs. Jambunatha Iyer, P. S. Sankara Iyer, A. Israel, Rangasamy Iyengar, J. I. Manickavasagam, Lakshmana Iyer, J. A. Manickam, P. Krishna Iyengar and the D. E. O.

Mr. Aravamuda Iyengar, Secretary, District Teachers' Guild was present by special request and was accorded privileges of the floor.

Written apology for absence was sent by Messrs. Viswanatha Iyer, Appunni Menon and Ramanatha Iyer.

MORNING SESSION 9-30—12-30

1. Prayer song—Two High School pupils.

2. Welcome—Headmaster, Board High School, Usilampatti.

3. Visit to various classes at work—with explanations of the charts, tests, etc., by the Local Headmaster under the guidance of the D. E. O., in accordance with the New Method.

4. Business Session.

(1) Rev. Father Santhapan was unanimously elected President in place of Mr. G. S. Abraham.

(2) The report of the Secretary showed that there had been five meetings already since the Association was formed 10 months ago, with a membership of 18, of whom 8 have paid the membership fee.

The financial statement showed that Rs. 9-14-3 had been spent by the Secretary.

Rs. 31 were collected for Mr. Abraham's farewell and Rs. 29 had been spent.

Considerable work had been done by the Association in preparing word frequency lists, preparation of syllabuses in Arithmetic and Tamil Grammar and printing assignments in English and Mathematics under the guidance of the D. E. O.

(3) Mr. P. S. Sankara Iyer was elected Treasurer of the Association.

5. Co-operative Societies for Teachers. This topic was opened by the D. E. O. who pointed out that the formation of such a society (1) will benefit the teachers and (2) will also benefit the parents and pupils.

The society may have a press of its own and print assignments and tests and later publish books also, the whole profit to be enjoyed by the society and also sell books, note-books, stationery, etc., at a cheap rate to the pupils.

Each trained teacher may become a member and buy shares of Rs. 5 each and pay them in instalments.

Mr. Aravamuda Iyengar gave much information from his experience as printer and co-operator and also precautions to be taken in such a scheme. The house voted to approve the scheme in general and requested the Headmasters to secure the opinion of their staff on this subject and send the same to the Secretary, Headmasters' Association before the end of October 1933. The Secretary shall bring a report of the replies secured to the next meeting of the Headmasters' Conference.

AFTERNOON SESSION 2—5-30

1. Father Amalorpavam was voted to the chair as Father Santhapan had left on some urgent business. The President in his opening remarks showed the reasons for sending out the New Type

of questions for the S. S. L. C. Examination and called for remarks and criticisms on the New Type of questions. Several Headmasters read their opinions and of those of the subject teachers in their schools as to the length of the paper, nature and scope of the questions, etc. For example:—

(1) On the whole, avoiding essay type of questions and asking simple short questions admitting of only one answer in a few sentences is a step in the right directions.

(2) The discontinuance of giving choice of questions also is good.

(3) But the sample question papers were in general too long.

(4) The sampling of questions is rather poor.

(5) Some questions in Ele. Mathematics, Ele. Science are above the standard or outside the syllabus.

Then it was voted that the criticism be left in the hands of a sub-committee to collect materials classify them and bring a consolidated report on the same to the next meeting of the Association.

2. *Revision of S. S. L. C. Scheme.* After considerable discussion the following resolutions were passed:—

(1) (a) In the opinion of the Association, Ele. Science, History and Geography ought to be given a due place in the S. S. L. C. Scheme. (b) If these subjects be poorly taught in our schools steps are to be taken by the Department to enforce proper methods of teaching and adequate provision for practical work.

(2) Unless our High Schools, in general, provide a much wider variety of optional subjects to choose from, than is the case at present, it is better to abolish the C. Group subjects altogether.

(3) It is desirable that the S. S. L. C. Scheme should never be allowed to be dominated by the University.

3. Then there was some informal talk about the desirability of communicating the names of students that were not promoted to higher classes at the beginning of the school year, to Headmasters of schools, in the immediate vicinity and about the agreement between Headmasters not to admit pupils from other schools without intimation from the Headmasters concerned.

No resolution was however made on the above two topics.

4. After lunch Mr. Jambunatha Iyer read a short paper on the New Method and after, in which he pointed various advantages gained. (Example).

(1) Daily progress of pupils is greater.

(2) Taste for reading library books is increased.

(3) Greater concentration, attention and emulation are noted in pupils.

(4) Handwriting of the pupils improved.

Then with the concluding remarks of the chairman and vote of thanks proposed by Mr. Rangaswamy Iyengar and seconded by the Secretary, to the school authorities, the meeting adjourned.

Mr. Rangaswamy Iyengar invited the Association to hold its next meeting at Periakulam.

The Headmaster of the local Agricultural School at Usilampatti then took the members to visit the Agricultural School.

#### THE TINNEVELLY DISTRICT TEACHERS' GUILD

The Secretary, Mr. R. Panchapagesam, in the course of an appeal to the members of the above guild, writes:—

"The Executive Committee desires that the attention of the constituent associations be directed to the discussion of the 'Teachers' Service Conditions Bill' from now. The bill embodying, as it does, the substance of several of the important resolutions adopted at the various annual gatherings of our Guild and of the S. I. T. U. envisages a future of the Provincialisation and Unification of the Teaching Service in our province in all its grades and I believe this should be made the rallying point of our diffused hopes and endeavours at professional betterment.

The ensuing half-yearly conference of our Guild at Ambasamudram may well serve as a General clearing-house of our thoughts and opinions on the question. I would earnestly suggest that the bill be discussed at the next meeting of your Association and a small committee appointed, if necessary, to suggest suitable amendments and improvements therein. The resultant opinions and proposals, after the bill has been thus dealt with, may be sent by each affiliated association to the undersigned for classification and tabulation and these will form the basis of further joint deliberations at the half-yearly conference, with a view to crystallize our guild views and bring them into some final shape. These, when available will be communicated to the S. I. T. U. Office, as representing the considered opinion of the widest organized community of Teachers in the District. The Committee of five members appointed by the S. I. T. U. for drafting the Bill will examine our proposals and recommendations, among others, and when the bill emerges in a final form from their hands, propaganda widespread and intensive, would and should naturally follow, to forge the sanctions for the Bill, before it is introduced into the Legislative Council.

If the Guild is to be a Living and True Brotherhood of Teachers of all ranks, drawn together by the closest ties of sympathy and fellowship in work, it behoves us individually and collectively to befriend the Elementary Teacher in every possible way and stand shoulder to shoulder with him. Brotherhood, like charity, must begin at home, in our immediate vicinity and our Elementary Teachers are to be reached and brought under the inspiring and protective banner of the Guild.

It is of happy augury to observe that the S. I. T. U. is increasingly alive to this aspect of the question of our professional solidarity. A study of the 'South Indian Teacher' for May and June (pages 244 and 250) will make it abundantly clear that there has been a definite orientation of policy on their part in regard to this matter.

The magnitude of the work to be done by us is enormous, but our resources, financially, are hardly equal to it. To-day the Guild suffers from paucity of funds and this condition should hardly be allowed to continue. Each affiliated Association, that is in arrears is requested to pay up all its dues before the expiry of this month, in view of the heavy and responsible task that demands our attention. In addition to subscriptions due, the Secretary will be glad to receive any donations contributed by individuals or associations ear-marked, if necessary, for particular purposes. This is an affair of grave urgency and I request you will pay early attention to this.

Let me close with a few words of advice tendered to the teachers of our province by the Rev. W. M. Theobald the First Secretary of the S. I. T. U. in his valuable Commemoration Address on the Silver Jubilee day 'What we want to-day is a Union that will lay down lines for the advance of every teacher in whatever sphere and of whatever caste or creed he or she may be . . . . We should sink all individual differences and be united. Our ideal should be 'Each for all and all for each and the highest good of every child in our schools. If we follow that ideal I am sure the Union will be honoured and its work be appreciated and will be a success'.

It is this message of Unity, Brotherhood, Nobility and Service that I would venture to pass on to you in the name of our Guild."

#### V. M. HIGH SCHOOL, PERIYAKULAM

All the boys and teachers of the Victoria Memorial High School, Periyakulam, met in the central hall of the school on 4-10-1933 to commemorate the services rendered by Dr. Besant and to record the deep sense of loss incurred by India

by the passing away of such a great personage. The meeting was open to the public also and was presided over by M.R.Ry. V. Subramania Aiyar Avl., B.A., L.T., one of the former headmasters of the school.

After prayer, the President gave a lengthy sketch of the life of Dr. Besant for the benefit of the boys and laid stress on her multifarious activities calculated to advance the cause of India in particular, besides the cause of humanity at large. Reference was also made to the opening of the main building of the High School in June 1910, by Dr. Besant and also the opening of the Theosophical Girls' School in Periyakulam about the same date.

M.R.Ry. S. Sundaresa Aiyar Avl., B.A., Vakil, Periyakulam, next impressed the boys with his moving speech on all the good done by Dr. Besant to the young of India. Specific reference was made to the starting of the Central Hindu College, Benares, the opening of several girls' schools in different localities and also the development of educational institutions at Adyar and Madanapalli. Dr. Besant's interest in the formation and efficient working of several youth leagues and also her contribution to the development of the Boy Scout and Girl Guide movement in India were pointed out. Mr. Sundaresa Aiyar's speech was very appealing to the boys who were advised by him to read more about the career of Dr. Besant for themselves.

M.R.Ry. M. R. Rangaswamy Iyengar Avl., M.A., L.T., the Headmaster of the school, next addressed the boys about the greatness of Dr. Besant's character, personality and the factors that contributed to it. Her contribution to the regeneration of India and the impetus she gave to the study of Hindu religion and philosophy were also indicated. The study of the biographies of great men and women was specially recommended by him to the boys as such a study will ennoble their minds and fill them with high ideas of service and lead them in the right path.

The following resolutions were then passed:—

1. "The staff and the students of the V. M. High School, Periyakulam, hereby place on record their profound grief at the passing away of Dr. Besant, one of the great celebrities of the modern world and their grateful appreciation of the very manifold and valuable services rendered by her to this country (in the sphere of education, religion and politics) for over half a century."
2. "This meeting of the staff and pupils of the V. M. High School, Periyakulam, respectfully appeal to the public of Periyakulam to commemo-

rate the signal services rendered by Dr. Annie Besant to the cause of education by raising the funds necessary to erect a big prayer hall as an adjunct to the main building to be named after her".

It was next suggested to the meeting that a full-sized photo of the late Dr. Besant may be got ready to decorate the existing central hall of the school and to serve as a source of inspiration.

A resolution also was passed to this effect.

The Headmaster afterwards made an earnest appeal for funds to erect a prayer hall and also enlightened the audience on the value and usefulness of such a hall.

The President read some very interesting extracts at the conclusion, summing up briefly the whole career and work of Dr. Besant.

After a vote of thanks to the President and Mr. Sundaresa Aiyar for their illuminating talks to the young boys, the meeting came to a close rather late in the evening.

---

#### A TRANSFER AND A SEND-OFF

The Teachers' Association of the V. M. High School, Periyakulam, got up a function in the afternoon of 8—10—1933 to give a fitting send-off to Mr. E. S. Ramiah Aiyar, senior Secondary Grade Assistant, who was under orders of trans-

fer to the Board High School, Uttamapalayam. The following were the items of the programme:

- i. Social including music,
- ii. Public meeting, and
- iii. A group photo.

The President of the Association, Mr. M. R. Rangaswamy Iyengar, expressed his great regret at the unexpected transfer of Mr. Ramiah Aiyar and made specific references to the character, efficiency of work and capacity of Mr. Aiyar who had been associated with the V. M. High School for over 18 years and who had been a very popular figure in Peryakulam.

Messrs. S. Ramaswami Aiyar, First Assistant, M. Parameswara Aiyar, Math. Assistant, B. S. Gopala Aiyar, History Assistant, E. Subramania Dikshitar, Sanskrit Pandit, R. Venkatachalam Aiyar and D. Krishna Iyengar, Secondary Grade Assistants and S. Krishnaswami Aiyar, Secretary of the Association, spoke highly of the qualities of head and heart of the guest and wished all success and prosperity to Mr. Ramiah Aiyar, in his new sphere of work at Uttamapalayam. The parting scene was very touching.

Mr. M. S. Ganesa Sastrigal, a very experienced Secondary Grade teacher of the Uttamapalayam School, has been posted in place of Mr. E. S. Ramiah Aiyar.

---

#### THE S. I. T. U. PROTECTION FUND

*(List of names continued.)*

1099 Mr. B. C. Daniel, Teacher, Voorhee's College, Vellore.

1100 „ S. Venkoba Rao, Assistant, Municipal High School, Anantapur.

1101 „ M. Ethiraja Nayagar, Assistant, Chintadripet High School, Madras.

1102 „ V. Seshaiah, Assistant, Municipal High School, Kurnool.

R. RAMAKRISHNAN,

*Hon. Secretary.*

## OUR LETTER BOX

### A. GROUP HINDI

The Academic Council of the Madras University has recommended that Hindi should be included in the A. group subjects. How it should be introduced is neither recommended nor discussed. The Department has made it clear that one of the vernaculars of South India should form part of the A. Group. While this is so, is Hindi to be introduced as a third language besides English and the vernacular or as an alternative to the mother tongue. How it is to be thrust in it is not made clear. Vernacularisation of Secondary Education has been declared essential by many a politician and educationist. It has not run half its course and its progress has been snail-like though the Department has lifted the ban in a very accommodating way. There are still managers and headmasters who fear that the prestige of the institutions would suffer if the non-language subjects are taught in the vernaculars. Today we find in the papers that this process of vernacularisation has been started as an *expériment* in the 2nd Form of the Government Model School at Rajahmundry. When such is the case with vernacularisation it can be easily surmised that the introduction of Hindi in the A. Group subjects will deter the progress of vernacularisation. So long as the English occupies the major part of the time table of the school curriculum

the study of a third language, however important and opportunely patriotic it may be, hinders the much desirable progress in vernacularisation. I also hold that the young mind in the lower forms is incapable psychologically to absorb the study of three languages out of which two are alien. Hence the introduction of Hindi as a third language for study as a A. Group subject is out of question. We cannot dispense with the study of the mother tongue for Hindi at any rate.

In the school where the writer is employed Hindi is being taught out of school hours by the Hindi teacher who is a regular member on the staff of the school. He is preparing the students for the Provincial Hindi Sammelan Examinations. Boys are very enthusiastic in learning. Some boys in the V and VI Forms are studying the subject as a C. Group subject. They do not feel the necessity of its being introduced as a A. Group subject. This system of studying Hindi is very successful here and it is not known why such a system should not be pursued through without any detriment to the progress in the study of vernaculars which is the most important to the educationists as well as politicians.

- Bapatla,  
2nd Oct. 1933.

Y. LOCANADHAN,  
Teacher, B. H. School.

## THE S. I. T. U. PROTECTION FUND

### ANNOUNCEMENT NO. 1.

The members of the Protection Fund are hereby reminded that the extension of time for the increase of Units expires on the 31st of October 1933.

### ANNOUNCEMENT NO. 2.

The members of the Protection Fund are hereby informed that the Board of Management at its last meeting has decided to issue fresh Certificate of Membership to each member of the Fund who continues in the Fund under the new scheme. The Certificates are now being printed, and it is hoped it would be possible to send the Certificates to all members before the end of November. Among other things the Certificates will contain the number of units, the nominee, and the table of Benefit Amount payable.

R. RAMAKRISHNAN,

*Hon. Secretary.*

## THE TEACHERS' BOOKSHELF

*The New Readers in Tamil*: By G. Damodara Mudaliar, B.A., L.T., District Educational Officer, and S. Satchitanandam Pillai, B.A., L.T., Books II, III, IV and V, suitable for standards 2, 3, 4 and 5 respectively. Price Annas 4, 5, 6 and 7 respectively). Publishers: Messrs. Macmillan & Co., Ltd, Madras.

These are books specially prepared for use in the Elementary Schools of the Tamil Districts. The Readers in this series have been carefully graded. Each Reader is planned so as to enable the pupils to acquire an ability to read and write with understanding and to foster in them love of the mother tongue by introducing them to the great treasures of the language. While skill in the use of language is the main idea, the authors have not lost sight of the fact that language is only a vehicle of thought. They have introduced in the Readers topics of geographical, historical and scientific nature. Principles of hygiene and right living, civics, biographies of great men and moral stories are also among the many lessons included in the series. A special feature in these Readers is that at the end of each lesson are listed new words introduced in the lesson besides giving a few questions to direct an intelligent study of the lesson by the pupils. In the last two books, notes on simple grammar and exercises on composition are also added. These Readers richly deserve the appellation NEW.

Published by Longmans, Green & Co., Ltd., Madras. Price Rs. 2.

The authors are very well known in South India, the former as an able and enthusiastic inspector of schools who spread the direct method of teaching English and the latter as a very good teacher of English and the Headmaster of a large school. In preparing this book the authors have in mind the needs of those for whom it is intended. They say "what a foreign learner needs is to be accurate in the usual idioms of accidence, syntax and meaning to be able to distinguish between the colloquial and the literary and to use the linguistic material at his command clearly and correctly.

The authors have succeeded in their aim admirably. This book is applied grammar and not formal grammar though several of the essential elements of formal grammar are incorporated. The book is divided into 23 chapters. The five last chapters on punctuation, figures of speech, parsing and analysis, letter writing and prosody will be very useful not only to the High School pupil but to every one who wants to know how to write and appreciate the English language.

The value of the book as a school text book is enhanced by the three appendices. 1. Idiomatic use of prepositions or adverbs; 2. Verbs; common and idiomatic usages; 3. Some hints on parsing—which together cover about hundred pages—Pages 321 to 417. The printing and get up are excellent as is usual with Messrs. Longmans, Green & Co., Ltd.

[We regret the unusual delay in the publication of the review which was due to causes beyond our control.—Editors, S. I. T.]

*A High School English Grammar*: By J. A. Yates, M.A., I.E.S., and V. Mahadevan, B.A., L.T.

## OBITUARY

The undersigned regrets to inform the members of the S. I. T. U. Protection Fund, of the death of Mr. V. S. Natesa Aiyar (Reg. No. 821.), Assistant Master, Municipal High School, Gudiyattam, North Arcot District, on 20—9—1933 at the early age of 36.

Till now he has paid the Fund only a sum of Rs. 19 (Rupees Nineteen) as Call money. According to the new scheme now in force he was registered as a contributor for *one unit* only. His widow who is his nominee was paid a Benefit Amount of Rs. 255 (Two hundred and fifty-five). Needless to say that his nominee would have received four times the amount if he had increased the units to four.

Triplicane,  
11—10—'33.

R. RAMAKRISHNAN,  
Hon. Secretary.

## EDITORIAL

### THE EDUCATION WEEK

The *Third South Indian Education Week* will be inaugurated on 23rd October. The Central Education Week Committee constituted at the instance of the S. I. T. U. consists of representatives of associations and bodies interested in education and it has issued a hand-book setting forth the objects of the week and the themes to be considered on the occasion of the week. The need for making this week an annual event in our presidency will become obvious if it be remembered that the National Education Association of America considers it necessary from the point of view of educational publicity to celebrate a week of this kind every year. The Director of Public Instruction who is pleased to send a message to teachers recognises the advantage of making the week an annual function and it is for teachers and teachers' associations to bear the spirit of the week in mind and to enlist the co-operation and sympathy of the public.

We congratulate the Central Committee on the happy idea of issuing a direct appeal to parents and patrons. This stirring appeal which is published elsewhere is really a call to the parents to co-operate with the schools and to evince their interest in the education of children. We hope that leaflet to parents will reach a large number and induce them to stand by schools.

The Madras Teachers' Guild has appointed a special committee to make the necessary arrangements and we are glad to learn that oratorical and elocution contests open to pupils in High Schools are to be held in different centres in the city. The women teachers in Madras will be meeting in the Memorial Hall to consider the question of

an organisation. The schools in Coimbatore town are, we understand, intending to have a joint celebration and an influential committee of teachers and public men has been formed for the purpose. A number of schools and guilds have placed orders with the convener for the supply of literature. We appeal to all schools and associations to arrange for the display of wall-posters in suitable places and for the distribution of leaflets to parents.

The current issue of the 'South Indian Teacher' contains articles contributed by eminent persons and they have a direct bearing on the special topics to be dealt with during the week. We should like to express our gratitude to our distinguished contributors who have readily complied with our request. The "New Teacher" contributed by Mr. Ramaswamy Sastrigal emphasises the need and value of culture and appeals to teachers to create in boys a love of culture. Mr. Saranathan's article on the Home and School should be carefully read by all interested in Education. He lays stress on the great advantages arising from making the school a community centre of sweetness and light. Mr. Buck has explained in his article the importance of Physical Education. Mr. Buchanan, Director of Physical Education, Bengal, has covered a good ground and his article refers to several practical aspects connected with Physical Education. That the work of the school may exercise an influence in wider spheres is pointed out by Dr. Gordon of Mysore University. He is not alone in looking to schools to inculcate the idea of world peace. The paper contributed by the Hindu Theological High School will be read with interest by all those who are anxious to give individual attention to pupils. This is a re-

cord of actual experience and it should encourage others to follow its example. Schools and teachers do not exist for the "bright boys" alone. As a matter of fact, they should always be keen on investigating the causes of backwardness. The extract from "New Era" on "Backward Child" will throw a flood of light on a difficult problem. The article of Mr. A. V. K. Krishna Menon relates to a topic of immediate importance, the S. S. L. C. curriculum. It was Mr. Menon who moved the amendment which had in view the deletion of the optional group. He is undoubtedly for the existing compulsory group. But he may not oppose the idea of the optional group if it be possible to devise a grouping which will provide for training in all knowledge subjects.

We should like to convey our best wishes to children, teachers, schools and parents on the occasion of the Education Week. It is our earnest hope that the Education Week will create the proper attitude on the part of teachers and parents. With the limited resources of the Union, it has not been possible to bring the aims and objects of the week to the notice of a large number of Elementary Schools. The secretariat work which the programme of publicity will involve can be undertaken and a larger number of parents and schools can manage to have the benefit of the literature connected with the Education Week if the Department and schools be in a position to back up the Union. For instance, the State Department of the United States co-operates with the National Education Association of America and the success of the week is assured. Now that the Department has witnessed the earnestness of teachers in regard to the week, we hope it may be possible for it to extend the necessary financial support to the Union.

#### WHAT IS THE REMEDY?

Extracts from the Administration Report that appeared in our last issue leave no room for doubt that the contract scheme does not safeguard the interests of the teacher. The educational officers who have opportunities of watching closely the conditions of service in aided schools have no good word to say about the contract. Some of them go a step further and feel that no purpose will be served. One would like to know why, under such circumstances, the Department should urge the managing bodies to enter into agreement with teachers. So far as we can gather, this contract scheme which is being pressed for adoption is agreeable neither to the teacher nor to the management. Neither party wants it and it is clear that it is not considered a proper remedy to ensure security of tenure. It is not easy to understand what the department has in mind when its officers insist on the contract proposal. In a scheme of this kind it would have been proper for the Department to have consulted the teachers and the management and understood their point of view before any decision is arrived at. No scheme will prove satisfactory to the teacher if it does not provide for a Board of Arbitration charged with the responsible duty of deciding any point of dispute between the teacher and the manager.

The teacher is the weaker party and he is powerless to get relief easily even if the terms of the contract should happen to be broken. Managing bodies are no doubt responsible bodies but the existence of an Arbitration Board will go a great way towards inducing the management to take a reasonable and considerate view of the case of the teacher. We appeal to the Department to take the teaching profession and the management into confidence and formulate tenure laws which will lead to real improvement in the instruction of children.

## AN APPEAL TO PATRONS AND PARENTS

### OBJECT OF THE EDUCATION WEEK

The Central Education Week Committee should, on the occasion of the inauguration of the Third South Indian Education Week, like to invite the attention of all well-wishers of India to the sympathetic pronouncement on Indian Education by His Majesty the King-Emperor :—" It is my wish that there may be spread over the land a net-work of schools and colleges from which will go forth, loyal and manly and useful citizens, able to hold their own in industries and agriculture, and all the vocations in life. And it is my wish too, that the homes of my Indian subjects may be brightened and their labour sweetened by the spread of knowledge, with all that follows in its train, a higher level of thought, of comfort and of health. It is through Education that my wish will be fulfilled and the cause of Education will ever be very close to my heart". This observation is very significant. It emphasises in a distinct manner the intimate relation between Education and national prosperity. Is it not the bounden duty of every individual interested in the progress of our country to take steps towards the fulfilment of the wish of His Majesty? Now is the time for a clear understanding of the Education Programme of the country. The South Indian Education Week will, the Committee trusts, give an opportunity to the authorities, the parents, the public, and the teaching profession to focus their attention upon the outstanding aspects of the complex problem of Education and to consider measures leading to the fulfilment of His Majesty's wish. The Committee appeals to all concerned to participate in the function without reserve and to understand the different points of view. The Committee requests the parents to take advantage of this opportunity of coming into direct contact with teachers, and to co-operate with the organisers in different localities. Arguments may not be necessary to induce parents to take interest in the Education Week and the Committee will refer to one or two points just to emphasise the need for a real and hearty co-operation between the public and the school.

### HOME AND THE SCHOOL

Education is not the work of the school alone. The child cannot remain uninfluenced by the life at home and in the neighbourhood. No good educator can ignore the influence of the home. Sometimes the healthy influence of the school is counteracted by the unsatisfactory conditions at home. There are scores of children known to the teacher to be backward. Many tend to become unruly and they are a problem to the teacher. There are boys who cut classes or who may be guilty of misbehaviour. Very few parents are in a position to take in their own hands the Education of their children on right lines. It is for the teacher to face the problem and he is really expected to help the parents. Backwardness or unruliness on the part of children may in most cases be traced to the disquieting conditions at home. It may be the ill-treatment of the child or malnutrition or wrong ideas of training. A careful study of the 'Home conditions' has made it possible for the teacher in western countries to find a solution and to bring the child up on right lines. The teacher who comes to know the difficulties of the child at home is able to deal with the child in a considerate manner. There is need for a clear understanding and hearty

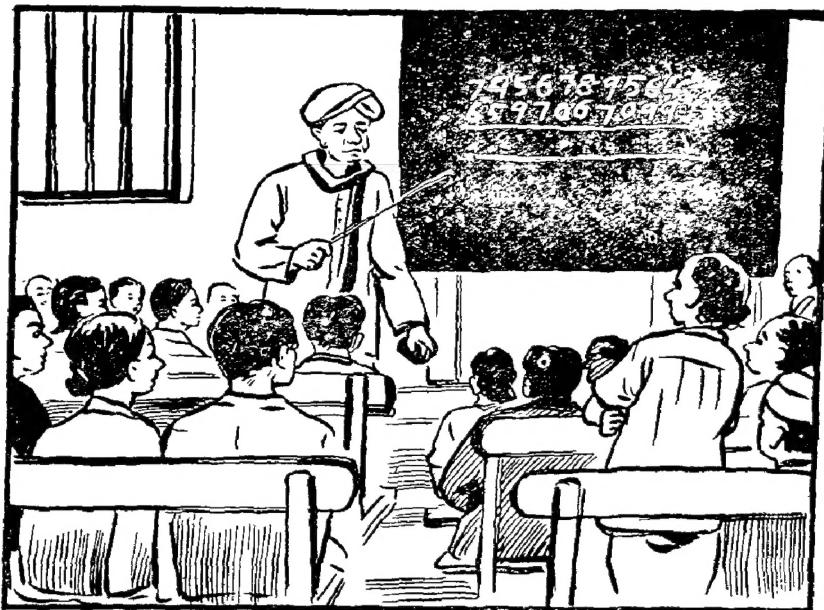
co-operation between the home and the school. This need may be met by the Parents' Associations and Parent-Teachers' Associations. Even the limited experience we have gained in our presidency shows that such associations have a great future and can produce beneficial results. Parents are free to put forward their point of view; and the teacher tries his best to explain his position. Misunderstanding is avoided, and when a difference of opinion arises, the parents will be able to realise the wisdom of abiding by the decision of the expert. They will not worry the teacher to promote backward boys and thus spoil them for ever. Parental co-operation will conduce to the smooth working of the school and the work of the school also will be appreciated.

### SCHOOLS THEN AND NOW

Some parents complain that the present-day children are not quite so capable as the children of their days. They think that our schools are wasting their time by not confining their attention to the book lessons. They, however, refer to the free display of cane in their days and tell us that children were terribly afraid of the teacher. Modern Education is quite against the use of the cane in schools. A teacher who uses his cane or uses abusive language or strikes terror is not considered fit to be in charge of our children now. The school of to-day is altogether different in spirit from the school of yesterday. The child is not to be a mere passive listener attempting to learn by rote. The teacher is expected to place the child in meaningful experiences in life situations. He is a good teacher who is keen on stimulating the child to self-activity and using the activities and plays as tools for instruction. The child is no longer afraid of the teacher; but it loves the teacher and looks upon him as a guide and friend. Parents will do well to visit the school while working and satisfy themselves that the teacher is trying to do his best for their children.

### MODERN SCHOOLS

Much more is expected of our schools to-day. Even Elementary Schools have to give instruction in a number of subjects in addition to 3 R's. Modern schools have to look to the health of the children; and the medical inspection of children is regarded as an important item in the work of the school. They should also provide vast playgrounds for physical activities and games and create an environment favourable for the healthy growth of children. They have to provide a good library and to encourage reading habit. The class rooms have to be well-lighted and ventilated and great care is expected to be taken to keep the premises in a sanitary condition. The teacher is to gather information regarding the home conditions and the environment in which children live in order to see whether these are likely to act adversely on the health of the boy. The children are taught to move freely with one another and to respect one another's feelings. Team spirit so necessary for work as citizens in later life, is to be fostered by organised games and excursions. It is expected of a modern school to make adequate provision for teaching appliances and instruction materials. Children reading in schools not properly equipped are certainly handicapped and, owing to this defective training, they will not be able to rise to their full stature later on. It is the duty of the



AN OLD SCHOOL



A NEW SCHOOL

## THE SOUTH INDIAN TEACHER

school to equip properly the children that seek instruction. Don't you notice the difference between a country school boy and the urban school boy? The urban school boy is superior chiefly because of the facilities for proper training through teaching appliances. A well-qualified and well-paid staff is also absolutely essential for the success of a school. Children who have been lucky enough to pass through such schools make good progress and do not find the lessons boring; and they also carry a happy recollection of their school life. They are in a position to appreciate the value of the work done by the school.

### OUR SCHOOLS

What do we really find in our Presidency? Small buildings, crowded classes, dark, ill-ventilated and damp rooms, insanitary surroundings, old rotten unsuitable furniture and low-paid teachers are by no means uncommon. There is no equipment worth mentioning. Not even the black board is kept in good condition. Teaching appliances are not even thought of and no note is taken of individual differences in pupils. There is no thought of the garden or the playground; and the public street is to serve the purpose of the playground. How can we expect our schools to train children on proper lines and equip them for the future? Can the children have any good impression about our schools? It is no wonder they are more eager to go out. They are really a positive danger since they cannot give proper training. A 'C' class system of education can produce only a 'C' class nation. How then is the wish of His Majesty to be fulfilled?

### APPEAL TO PARENTS

Let us realise the significance of His Majesty's message and put our shoulders to the wheel. Let us concentrate our attention on the varied problems during the Education

Week. The public, the authorities, and the teachers should have a heart to heart talk and they should be willing to come to a definite understanding with regard to the measures to be adopted. Once the parents and patrons in the locality come to know the real condition in which our schools have to work, they may be moved to open their purse without hesitation. Due publicity has not been given to the needs of the modern school. Parents in each locality must be interested in the sound education of the children. Should they not sit together and consider how they should help the school? Will it be too much for them to approach a millionaire in the locality and appeal to his generosity? Let them think for a moment of the disadvantages of not having a good school nearby. The parents may also urge their representatives in the local bodies and legislative councils to consider seriously the needs of the school and children and find out the ways and means of improvement. Will the representatives keep quiet if the parents should express in clear terms the urgent need for allotting a larger amount in the budget for grants to schools? Can any representative keep quiet if parents should point out the danger of running a school without proper equipment? Let parents take real interest in the education of children and visit the school. They will then be impressed with the need for prompt and direct action. The Committee hopes that the parents and the public will make it a point to learn firsthand how schools are run and how they work. The children form the national wealth. Their education and welfare must be above party and community. We have not done our best for them. The progress of the nation is bound up with the sound education of children. The country looks to leaders, parents and teachers for a proper solution and the Committee will be satisfied if a stir is created in their ranks on account of the Education Week and if they be prompted to take active steps. Will not the public and parents let our children have the advantage of a modern school?